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ABSTRACT

This handbook provides adult basic education teachers with instructional materials for working with adult mentally handicapped students. Section 1 examines planning programs for adult mentally retarded students (getting started, specific considerations, various kinds of program sites) and implementing instruction (staff selection and training). Attachments include Title XX Service Descriptions, a sample service contract, and sample workshop staff inservice program agenda. Section 2 contains two instruments for adult mentally retarded client assessment and a list of other available assessment resources. Section 3, the major section of the handbook, presents 105 total lesson plans divided into eight separate modules: academics, communications, consumer economics, family living and personal care, leisure activities, occupational knowledge, self awareness and interpersonal relationships, and transportation. Intended for one class period of about an hour, each lesson plan follows this format: purpose, procedure, evaluation and adaptability, material and supplies needed, and related activities. Plans are applicable for use with adult second language, learning disabled, low functioning, and functionally illiterate groups. Section 4 contains these instructional resources--material survey/evaluation, bibliography, Ohio instructional resource centers, adult programs for the mentally retarded in Ohio, and glossary. (YLB)

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THE ABE MH MANUAL

an instructional guide for ABE Programs serving mentally handicapped adults

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INTRODUCTION

Project ABE/AMH — Adult Basic Education/Adult Mentally Handicapped — is the outgrowth of a concern expressed by Adult Basic Education teachers throughout the state of Ohio.

Through a grant by the State of Ohio from the Adult Education Act, Section 310, a demonstration project was funded for the purpose of developing instructional materials to help ABE teachers faced with the challenge of working with adult mentally handicapped students.

The major goal of the project staff composed of teachers and aides was to develop a collection of "ideas," working lessons which through actual field testing have proved valuable in meeting needs and developing awareness in the students they serve.

This handbook is a sharing of those experiences and we encourage local teachers to adapt the materials and ideas contained herein when reaching out to their students.

S. Keith Edgar

ACKNOWLEDGEMENTS

The ABE-AMH Manual results from the combined efforts of the project team with input by our ABE Community Advisory Committee and the staff of Fairhaven Sheltered Workshops, Fred D. Cleary, Superintendent and the Youngstown Developmental Center, Gary C. Jones, Program Director. In addition John R. Ecos, James Bowling and George Travis, Educational Consultants of the Division of Educational Services, Department of Education under the direction of James W. Miller were of continuous and valuable assistance in the development of this project.

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ABE-AMR Program Handbook

An Instructional Guide for ABE Sponsored Programs Serving Adult Mentally Handicapped Students

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ABE-AMR Program Handbook

An Instructional Guide for ABE Sponsored Programs Serving Adult Mentally Handicapped Students

Table of Contents

Introduction

Program Planning and Interpretation 1

Section I — Program Planning 2

Section II — Program Implementation 5

Section III — Staff Selection and Training Considerations 8
and Attachments

Adult MR Client Assessment 16

Section I — ABE Fairhaven — Client Assessment Academic Skills Survey 16

Section II — IHP — The Individual Habilitation Plan 26

Section III — Resources For Further Client Assessment 32

Instructional Modules — Lesson Plans 33

Section I — Academics 34

Section II — Communications 42

Section III — Consumer Economics 49

Section IV — Family Living and Personal Care 54

Section V — Leisure Activities 64

Section VI — Occupational Knowledge 70

Section VII — Self Awareness and Interpersonal Relationships 73

Section VIII — Transportation 83

ABE-MR Instructional Resources 87

Section I — Instructional Materials Survey 88

A. Books

B. Instructional Kits

C. Audio-Visual Materials

Section II — Resource Materials for AME-MR Program Development 93

Section III — Instructional Resource Centers in Ohio 95

Section IV — MR Adult Programs and Resource Persons 96

A. 169 Board Sponsored Programs — Ohio 96

B. Residential Coordination — Ohio MR/DD Regions 103

C. Regional and National Programs and Resource Persons 104

Section V — Glossary of Terms, Abbreviations and Titles 105

INDEX TO INSTRUCTIONAL MODULES

Learning Disability Level (Aprx.) I - Severe II - Intermediate III - Mild

TITLE	AREA	LEVEL	PAGE
Learning About Initials	Academic	I, II	34
Alphabetical Order	"	II, III	34
Math — Beanbag Toss	"	I, II	35
Memory Exercise	"	I, II, III	35
Counting — Motor Skills	"	I	36
Basic Reading	"	I, II, III	36
Thank-you Notes	"	I, II, III	37
Reading a Newspaper	"	I, II, III	37
Math — Use of Measuring Utensils	"	II, III	38
Memory Exercise — Cut-ups	"	I	38
Picture Sequence	"	I	39
Money Values	"	I, II, III	39
Math — Making Purchases and Calculating Change	"	I, II, III	40
Math — Bingo	"	I, II, III	40
A Typewriter and Its Parts	"	II, III	41
Thermometers	"	I, II, III	41
Interpersonal & Social — Beginning Skills	Communications	I, II, III	42
Interpersonal and Social Skills	"	I, II, III	42
Using Radios, CB as Means of Communicating	"	I, II, III	43
C. B. Radios	"	I, II, III	43
Typing As Communication	"	I, II, III	44
Using the Newspaper	"	II, III	44
Makeup of a Newspaper	"	II, III	45
Reading the Newspaper	"	I, II, III	45
Using the Telephone	"	II, III	46
Television Viewing	"	I, II, III	46
Addressing Envelopes for Christmas Cards	"	II, III	47
Signs — Survival Words	"	I, II, III	47
Understanding Communications	"	I, II, III	48
"People Need People"	"	II, III	48
Using a Catalog	Consumer Economics	I, II, III	49
Discount Prices	" "	I, II, III	49
Returning Items to the Store of Purchase	" "	I, II, III	50
Counting Change	" "	II, III	50
Department Store Shopping	" "	I, II, III	51
Wrapping Packages for Mailing & Gift Giving	" "	I, II, III	51
Using Labels	" "	II, III	52
Banking	" "	I	52
Making Pudding/Jello	" "	I, II, III	53
Making a Product to Sell	" "	I, II, III	53
Commercial Advertising	" "	I, II, III	54
Mending Clothes with Needle and Thread	Family Living	I, II, III	54
Nutrition — The Four Basic Food Groups	" "	I, II, III	55
Yearly Check-up	" "	I, II, III	55
Preparing Eggs	" "	I, II, III	56
Indoor Safety	" "	I, II, III	56
Cleanliness and Organization	" "	I, II, III	57
Ironing Clothes	" "	I, II, III	57
The Family	" "	I, II, III	58
Nutrition — Vitamins	" "	I, II, III	58
Nutrition — Food Groups	" "	I, II, III	59
Body Cleanliness and Nail Care	" "	I, II, III	59

INDEX TO INSTRUCTIONAL MODULES (Continued)

TITLE	AREA	LEVEL	PAGE
Teeth Care	Family Living	I, II, III	60
Entertaining Guests	" "	III	60
The Home	" "	I, II, III	61
Laundering	" "	I, II, III	61
Kitchen Safety	" "	II, III	62
Safety in the Kitchen	" "	II, III	62
Adjusting to Change	" "	I, II, III	63
Family and Related Responsibilities	" "	I, II, III	63
Learning About the Radio	Leisure Activities	I, II, III	64
Bowling	" "	I, II, III	65
Making Use of Leisure Time	" "	I, II, III	65
Leisure Activities	" "	I, II, III	66
Trail Rally — Indoors	" "	I, II, III	66
Vacation Lands	" "	I, II, III	67
Touch and Feel	" "	I, II, III	67
Nature Hike	" "	I, II, III	68
Planting Seeds	" "	I, II, III	68
A Collage of Leisure Activities	" "	I, II, III	69
Library Services	" "	II, III	69
How to Find A Job	Occupational Knowledge	III	70
Job Application Forms	" "	III	70
Social Security	" "	II, III	71
Identification of Jobs	" "	II, III	71
Keeping Your Job	" "	I, II, III	72
Different Kinds of Jobs	" "	I, II, III	72
Stock Clerk	" "	III	73
Making Decisions	Self Awareness	I, II, III	73
Recognizing Emotions	" "	I, II, III	74
Awareness of Others	" "	I, II, III	74
Expressing Oneself	Self Aware & Interp. Rel.	I, II, III	75
Adjusting to Change	" "	I, II, III	75
Physical Characteristics	" "	I, II, III	76
You and Your Environment	" "	I, II, III	76
Personality Traits	" "	I, II, III	77
Glad I'm Me	" "	I, II, III	77
Overcoming Handicaps	" "	I, II, III	78
Survival or Warning Words	" "	I, II, III	78
Social Maturity (Manners)	" "	I, II, III	79
Self-Awareness — "Natural Disasters"	" "	I, II, III	79
Social Needs	" "	I, II, III	80
Individual Differences (Movie)	" "	I, II, III	80
Interest Awareness	" "	I, II, III	81
Knowing Your Physical Self	" "	I, II, III	81
Mental Self — Our Five Senses	" "	I, II, III	82
Self-Perception — Name Recognition	" "	I	82
Getting Acquainted — New Students	" "	I, II, III	83
Safety Precautions	Transportation	I, II, III	83
Tic-Tac-Toe (Road Signs)	"	I, II, III	84
Field Trip to a University	"	I, II, III	84
Packing a Small Suitcase	"	I, II, III	85
Making a First Aid Kit	"	II, III	85
Learning Traffic Signs	"	I, II, III	86
Purchasing a Bus Ticket	"	I, II, III	86

PLANNING AND IMPLEMENTATION PROGRAM

ABE/MR Program Planning And Implementation

Section I — PROGRAM PLANNING

1. Who to See?
2. Structure of the heirachy
3. Visiting An MR Facility
4. Classroom Considerations
5. Contracting with an Agency or Institution
6. How much of the ABE Budget should be used for MR Institutions?
7. Other considerations to be agreed upon

Section II — PROGRAM IMPLEMENTATION

1. Local ABE Centers and Classrooms
2. Group Homes
3. Outreach Activities
4. Sheltered Workshops
5. Institutional Settings

Section III — STAFF SELECTION AND TRAINING

ATTACHMENTS

I — Title XX Service Descriptions
II — Warren City Schools ABE/MR Service Contract
III — Letter to MR Clients Parents
IV — Sample Workshop Staff In-service program agendas

Program Planning And Implementation

PROGRAM PLANNING

Introduction

The needs of the mentally retarded students are being served in many ways through Adult Basic Education programs. This section will examine the "nuts and bolts" of ways that basic education can be provided to adult mentally retarded students. We will examine ways to get progress started, specific considerations regarding mentally retarded students, various kinds of program sites and the actual implementation of ABE instruction for mentally retarded students.

Who to See?

However the initial contact is made, the groundwork and planning phases will be similar. In our case a local sheltered workshop director contacted us based on his knowledge of our ongoing programs in survival skills for adults. At an initial meeting we discussed his needs, mandates, potential for funds, schedule and what was already being done to provide "basic" education for the workshop students. It is important to become familiar with the administrative organization of any agency or institution with whom you plan to work. Who will you be working directly with once the program is underway? In our situation this person is called a "habilitation specialist." In the state operated institution we work with a program coordinator. At a group home the person is called the supervisor. In any case, this is an important linkage that must be established early in the game.

Structure of the Heirarchy

Each agency or institution has its own "chain of command." Some familiarity with these structures will make the job of serving the mentally retarded a great deal easier. Following is a look at the functional administrative linkages as they operate in Ohio. At the federal level most funds and programs are administered through the Department of Human Services, Human Development Division.

At the state level, in Ohio, Title XX funds are granted and directed by the Division of Mental Retardation and Developmental Disabilities (MR/DD). Adult Basic Education funds are granted from Washington to the state through the Department of Education, Division of Federal Assistance. A portion of the ABE state grant is allocated to the Division of Mental Retardation, which in turn allocates funds to state institutions.

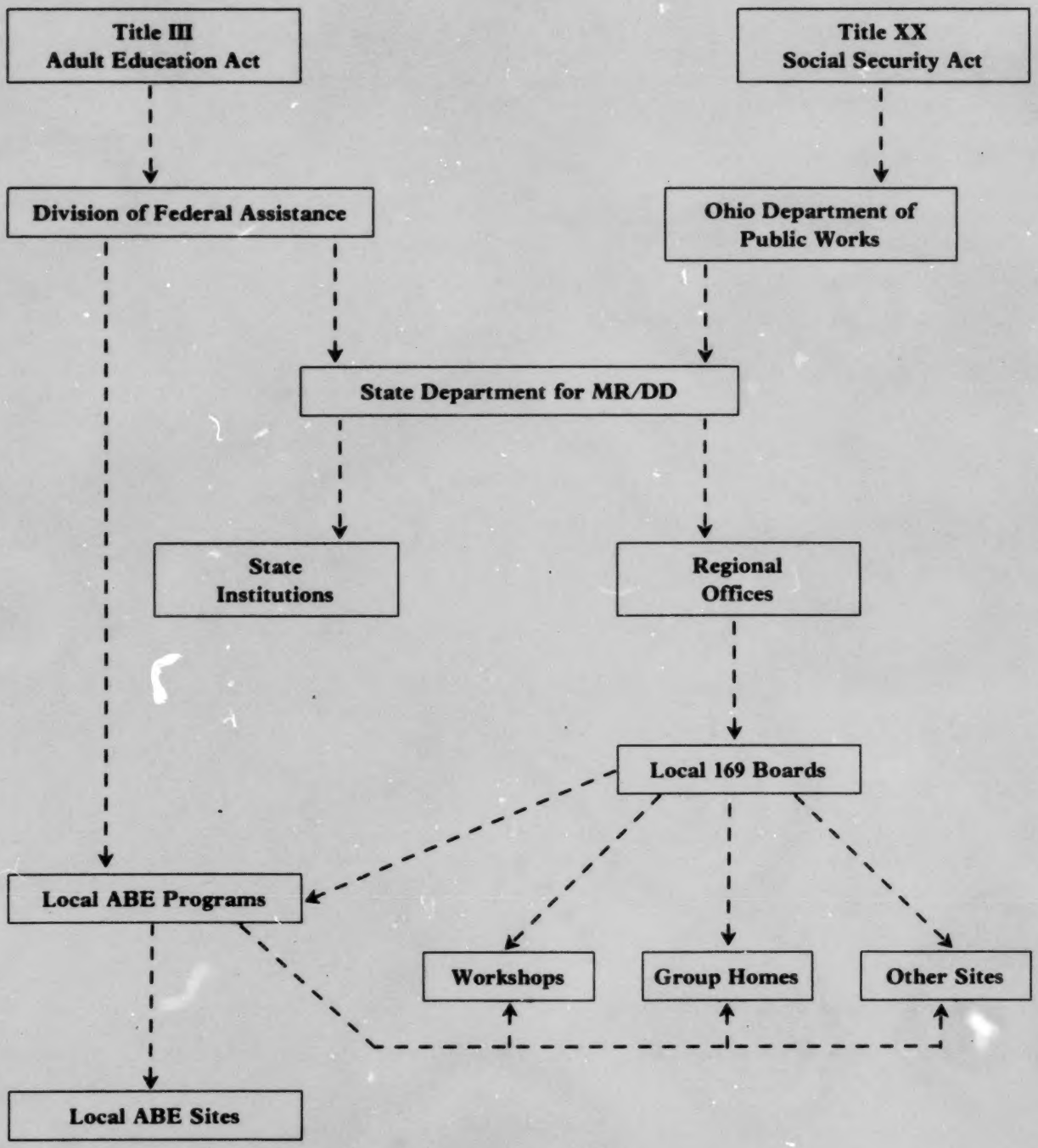
Title XX monies accrue to local 169 Boards, MR/DD has a contract with the State Department of Welfare (ODPW). Monies are granted to MR/DD from Ohio Department of Public Welfare and then directly from MR/DD to local 169 Boards. Local boards determine eligible programs and services then apply for funds on a 25/75 matching basis.

The state is divided into administrative regions - programs receiving state monies within a region report to a regional commission who serves as a liason to local 169 Boards and those programs that they serve. Each Regional Commissioner has a program consultant who evaluates program efforts within the region.

Title XX is one of the best sources of dollars to implement programming for the mentally retarded. It is, however, up to the 169 Board funded institution or agency to apply for funds. ABE programs will be serving these institutions on a contracted services basis. (See Attachment I - Title XX - Services Descriptions)

This is the system in operation in Ohio. It should be noted that, beginning October 1, 1982 Title XX funds will be distributed to The State through the Social Services Block Grant. At that time the structure explained in this section will undoubtedly be modified. Other states have other management systems. If you are interested in more information, you should contact the grants management offices in your state departments of public welfare, education, mental retardation or developmental disabilities. The following chart outlines the flow of funds as it occurs in Ohio. You may want to review the "glossary of terms" as you become familiar with this chart.

ABE AND TITLE XX FUNDS DIRECTED TO ADULT MENTALLY RETARDED CLIENTS



Visiting An MR Facility

An important first step in preparing to serve MR clients is to view ongoing programs. Local directors or state ABE consultants can put you in contact with operational programs. Other sources for site visitations include local 169 Board directors, education or program directors at local, regional or state institutions, or the regional MR/DD office in your area.

You should arrange a complete visitation and site review with any agency with whom you will be working. Take the opportunity to meet each staff member and begin a process of ongoing communication.

Classroom Considerations

If you are setting up a program within the agency, you will need to know what kind of space is available. Potential client conflicts in schedule must be determined. Are there facilities for home living classes which include cooking, grooming, house and room arrangement and management?

Be sure your classroom is equipped to serve your students. You will need a blackboard, audio-visual materials such as a casette tape recorder, film strip and 16mm projector, language master and Systems 80 machine if they are available.

The staff will need space for planning and putting together "hands on" materials. Ample storage space is important. In addition, there should be facilities available to carry on small group instruction within or near the workshop area.

Contracting With An Agency or Institution

ABE programs can offer worthwhile and meaningful services for mentally retarded clients. Our teachers are usually trained in techniques which can be applied to this "special" area of instruction. The partnership between an agency serving the mentally retarded and an ABE Program must be open and fair to all sides. Each of us is working with limited resources and is trying stretch these resources to provide the most appropriate instruction to the greatest number of clients. Both partners must work together to seek the greatest amount of funding and other available resources.

The ABE program director should be familiar with the standards that the agency must meet in serving the educational needs of their clients. Control in designing and implementing a curriculum based on these standards should rest with the local ABE director. A specific schedule must be worked out and agreed upon goals set up which are mutually acceptable to both the ABE and workshop staff.

Most workshop and group homes operate on a year-round basis. It is important to establish a calendar which will meet the agency's needs and requirements as well as one which can be "staffed" by qualified ABE teachers and aides.

Items such as vacation periods, available planning time, substitute provisions, lunch hours, sick leave, etc. should be agreed upon in advance. Generally agencies will follow the policies of the local ABE program, but this should not be assumed. (See Attachment II — Warren City Schools — ABE Service Contract)

Funding An ABE-MR Program

Programs for the mentally retarded which are funded through local 169 Boards or similar boards in other states, are mandated to serve the educational needs of their clients. They can or already do receive monies to provide "instruction in independent living." As adult basic educators, we should have the expertise to implement programming in the basic academic areas as well as in adult "coping" skills. Each local ABE director must determine how much of their own ABE funds should be invested. This determination is based on the reasonable availability of funds. We have many populations to serve and we must by law serve all who fit the ABE guidelines.

Other Considerations to Be Agreed Upon

Both parties (ABE and the agency) should agree upon use of already available classroom materials, books, kits, etc. Items such as an available copy machine will also be useful to the staff and allocation of usage should be planned in advance.

Much of what we have described so far applies to groups of mentally retarded adults within agencies and workshops. There are at least five types of sites which will serve MR adults. Following are some guidelines to apply in each of those areas.

PROGRAM IMPLEMENTATION

Local ABE Centers and Classrooms

The MR adult presents some unique challenges for the classroom teacher in a "regular" ABE setting. In order to meet these challenges, we recommend that some special approaches be taken.

Direct all mentally retarded referrals to one or more "special" centers or areas within centers where staff and materials are organized to meet their special needs.

Be aware of the MR adults need to interact with regular ABE clients and allow for gradual measured integration into the regular classroom atmosphere. We have the responsibility to serve all adults and must keep the rights of each client in mind as we accept greater numbers of handicapped adults.

You will need a greater than average amount of audio visual materials within the areas serving mentally retarded adults. They can be stimulated to learn visually and through the other senses to a greater extent than the "typical" student who can generally learn most concepts through reading and memorization.

Actual instruction should be built around continuous reinforcement of all tasks or concepts. Varied approaches to reinforcing the same concept will keep the client's interest and help the teacher achieve the students goals.

Be sure to build strong ties between the center staff and the MR client's parent, guardian, or other referral agent. They will be very helpful in answering questions about the client. They will help reinforce classroom instruction between class meetings. This follow-up is always needed. If there are changes in a client's behavior, medication, physical condition or home atmosphere, the ABE staff should be aware and know how to deal with these problems. Those who are closest to the client can be most helpful in dealing with these changes. If a good relationship is established, a parent or guardian may even be willing to volunteer their time to the ABE center. (See Attachment III — Letter to MR Clients, Parents, etc.)

There are other sources of outside help available. Local universities often encourage their special education students to get involved in MR adult programs as part of their internship experience. Locally funded programs such as CETA may have public service "slots" available to add para-professionals to your program. Each of these persons must be carefully screened for potential employment with this "special" population. A well planned program of in-service must be carried on before undertaking direct instruction with the MR adult.

Group Homes

The ABE program within a group home should be planned as part of an overall educational-recreational schedule. Clients should look forward to their instruction rather than resent it as something that takes time away from preferred activities. Here are some points that should be considered in planning programs:

If the clients are attending a school or educational program outside the home, try to coordinate the ABE activities with the already existing program. Each client should have an IEP or IHP (Individualized Educational Plan or Individualized Habilitation Plan.) Instruction and reinforcement activities should be tied into one or both of these plans.

The staff should spend some time getting acquainted with both the group home staff and clients before initiating formal instruction. Individual interviews and group discussions are helpful. It is very meaningful to the clients for staff members to join them in recreational and social outings such as bowling, field trips and special dinners and parties.

Although the relationship is informal, the instructional program must be well structured. Goals for each client should be clearly set and both teacher and client must have these goals in mind as the program develops.

Instruction will usually vary between one half to one and one half hours depending on the individual client. Once again audio-visual activities help to enhance the learning process. We have found that in a group home of from eight to ten clients, about half will function at a primary reading level while the other half must be given instruction in reading and math readiness. These "groups," of course, will vary with the population in each individual home. The lower functioning groups will be of shorter duration and must be enhanced with a greater variety of approaches to accomplish the same purpose. All clients in a group home should be treated with respect and dignity and be allowed to participate in all appropriate activities.

Outreach Activities

ABE Programs are called upon to provide outreach programs in individual homes or special institutions which serve mentally retarded clients. In these cases, instruction can be "personalized" to meet the specific needs of the student. Much of what we have said about serving the MR client in a group home applies to an outreach situation. In addition, here are a few other points to keep in mind.

The teacher should develop a plan to have someone carry on reinforcement when they are not within the outreach setting. The teacher will be somewhat limited and the student needs constant reinforcement and additional help.

Vary the student's schedule to include field trips to banks, supermarkets and other places of value and interest. Be sure to prepare the student for the trip and follow up completely after the trip is over.

Shut-ins and other outreach clients may not be exposed to community resources that can be of value. If they need help to overcome a physical disability help them obtain special services. With appropriate permission, invite community service representatives into the home or take the client to the service site.

The home is an excellent setting for the student to gain independent living skills. Try to structure activities so they can be carried on daily by the client without too much assistance. As a follow-up, have the student perform each task whenever the teacher visits the outreach site.

Start small and build on learned concepts. This rule applies to all situations where teachers are working wth mentally retarded clients.

Sheltered Workshops

Activities should be carefully planned and structured. The other members of the workshop staff should be aware of your objectives and how you will carry them out. Here, once again, are some basic principles to keep in mind when implementing ABE programs for Adult MR Workshops.

Be sure to limit your highest functioning groups to no more than 10 to 12 students. Lower functioning clients may need to be seen on an individual basis. Their attention span will be much shorter so they will be scheduled for one-half hour as compared to one hour per day for the higher functioning clients.

If little or no educational data is available for the clients, the assessment survey in this manual may be useful. Other appropriate tests are also listed. Each should be reviewed by your staff and instructions for administration should be followed carefully. The assessment tests can be a learning process for the clients if handled carefully over a long period of time. We suggest a month's time with learning activities integrated within the testing and retesting process.

Administrators and teachers should be familiar with the "mandates" for educational instruction of adult MR clients within your state. Suppose one hour per day per client is the rule. The program must be structured to include a great variety of activities, A-V materials and supplementary exercises. One half hour per day may be spent on more "Academic" activities such as introduction and practice of math concepts, while the other half hour would include practical applications such as counting change. Specific activities are described in the lesson plan modules which are the major phase of this instructional guide.

Class schedules be arranged with the cooperation of the total staff. Clients will often be involved in many supportive and supplementary activities from speech therapy to basketball practice. Their attitude toward ABE classes will be affected by any changes in their regular routine. The regular staff also needs to feel they have input into how and when the clients are scheduled into ABE classes.

The most successful programs are those where other workshop staff provide continuing reinforcement of the classroom instruction. This can be done in many ways. Workshop supervisors can encourage practice of learned concepts during "downtime." This is when clients are not working on a specific job. They can assist clients with educational "games" and exercises provided by the ABE staff.

Just asking clients to relate what they learned in class each day will provide meaningful reinforcement. Since the module on job awareness deals directly with job performance, we recommend that you use this one to get workshop staff involved. Ask them for help in planning and carrying out the activities. This area of workshop staff involvment needs to be continuously expanded and should be reviewed regularly. (See Attachment IV - Agenda For Combined Staff Workshop).

Ongoing ABE classwork should include an many practical student experiences as possible. Here are some activities which should be regularly undertaken:

— Audio-visual lessons and supplementary programs. These can include movies, filmstrips, slides, cassettes on various topics even beyond the specific lessons. We have found that our MR clients enjoy traveloges and pictures depicting life in other countries. They like to learn about people of other cultures and backgrounds as well as life styles in the U.S. which are different from their own. Again, each presentation should include a thorough introduction and follow-up so the learning experience can take place.

— Field trips with groups of students to places such as supermarkets, banks, clothing and other stores are very helpful and serve as an introduction to independent living. Using transportation and reading maps and schedules can also be incorporated into this type of activity. Again, careful preparation and follow-up must be part of the overall planning.

— Resource persons, outside speakers and special guests can be an excellent source for learning activities. Each staff member has contacts in the community. These contacts will be happy to provide their "expertise" to the classroom. One of our most successful programs is carried on with the help of students from an area Nursing School. We work with the Nurse's instructor to plan self-contained programs in areas such as first aid, personal hygiene, etc., and the student nurses present the program. They bring practical items such as pre-packaged bandages, splints and even manequins to use in their demonstrations. This gives the students a chance to get "hands on" experience in first aid and other preventive care techniques.

— We use the publication called "News For You" from New Readers Press on a regular basis throughout the year. We order enough copies for the largest class and then share these throughout the day. The students look forward to reading about and/or discussing current events. Some will bring in articles they have found from other sources. Each client, no matter what reading level, has opinions on local and world events. Many clients are interested in voting and using their constitutional rights. The ABE classroom may be the first opportunity they have to learn about citizenship.

— In the sheltered workshop, as well as other sites where MR clients request services, repetition and reinforcement must be provided. This means that the same concept must be presented in a wide variety of approaches. Keep in mind that each approach must have practical application in the real world. The individual goals of the clients are very important. With these goals in mind, the teacher can "tailor" the lessons so each client will continually understand his or her need for the Adult Basic Education Program.

Institutional Setting

Directions for setting up programs and carrying on instruction in institutional settings are generally the same as for sheltered workshops. The degree of individualization will vary with your assessment of client level. Here are some individual points to keep in mind as you plan your program.

"Deinstitutionalization" is a big word which for our purposes means that clients are going through a major change in their life style. If your institutional setting is serving the newly deinstitutionalized client, major social adjustment must be met and overcome both before and while the educational program is carried on. The ABE staff member can assist in this socialization process. It will take patience and a continuously flexible attitude. New rules and regulations must be taught and practiced. The approach must be firm and fair.

You will be providing help within a framework which is organized around an individual habilitation for educational plan (IHP or IEP). For the benefit of the client, don't attempt to work in a vacuum. You will need to cooperate with the other members of the habilitation team. Day workers, orderlys, residential counselors, dormatory aides, and cottage supervisors are some of the titles of those who work, sleep, eat and generally interrelate with your clients. They know or will quickly learn about your students needs, concerns, habits and to some extent abilities. They will be able to warn you if there has been a clash between clients prior to classtime. They can tell you if an individual client has become disturbed by people or events and that this behavior has not subsided. Be sure to develop a good working relationship with these persons whose job it is to "live" with your students.

ABE is not meant to serve the "unteachable." It is primarily an academic program with basic skills taught and applied to daily living situations. For this reason it is not appropriate for use to concentrate our efforts on clients who have little or no assessed ability to learn. There are other specialists who are trained to work with the profoundly retarded adult. Careful assessment and the ongoing experience of the ABE teacher will determine if ABE is an appropriate program for the Adult MR client.

Since there has been a major move to "deinstitutionalize" as many clients as possible, those that remain in state institutions will tend to be functioning at lower levels.

There are a variety of institutional settings which serve the MR client. Each must be analyzed individually. Careful plans must be drawn up, once again, the rule "start small" should be applied. Keep in mind that the client's welfare and personal development are your first concerns.

STAFF SELECTION AND TRAINING CONSIDERATIONS

Up to now we have not been required to hire specially certified personnel to serve Adult MR clients. If this were necessary, it is doubtful that they could be found. There are just too few adult MR certified teachers available.

Each of our teachers is certified and have, for the most part, had experience with adults in a regular ABE setting. Some have worked directly with individual MR clients. Our aides are new to the program but are selected with the same general principles in mind. Here are the guidelines we have used in selecting and training staff to serve the mentally retarded student. (See Attachment V - ABE/MR Teacher Job Description).

Patience is probably the single most important virtue. Learning takes place very slowly. Achievement will take place but over a longer period of time. Staff members will need to see the "big picture" and not expect instant success. Frustration can occur easily. The person who functions in this role cannot allow this to happen. The process of continuous reinforcement of concepts can become tedious. We have found that the rotating of staff members between groups of classes and even kinds of MR sites is helpful in providing a variety of experiences and successes.

The ABE-MR teacher or aide must have empathy for and with the students but not sympathy. They are "here to learn." We are "here to teach." They have learned to survive with their handicaps, we are responsible to see that they use a greater portion of their potential. It serves no meaningful purpose for staff members of "feel sorry" for the MR clients who they serve. At the same time staff members must be ready to meet the special emotional and physical needs which MR clients bring to the classroom.

Staff members must be able to communicate a feeling of genuine belief that each client is capable of success. MR clients are used to relationships where little is expected of them beyond routine physical activities. In order to be successful, the client must believe that they have the ability to go beyond their present level of achievement. This is done through patience, kindness, and continual encouragement.

Successful MR staff members are innovative. They recognize unique individual needs and will constantly come up with teaching strategies and activities to meet these needs. It is important that time and space are provided in the schedule so that staff members can use their talents. Schedules should be made up so that there is at least one to one and one-half hours per day for program and lesson planning.

Based on your particular program needs, a job description should be developed which will encompass all of the duties of your staff members. It should be flexible and allow for changes as the program grows. Give your staff members maximum opportunities to discuss their problems, needs, successes, failures and in general any concerns that arise. Serving the mentally retarded is a very intense instructional experience. It requires close and continuous communication between staff and administration.

New employees should have the opportunity to "work into" the schedule. This can be done with the guidance of the veteran members of the staff as well as the administrator. Continual planning and in-service are a vital part of the program. Time should be set aside within the yearly schedule for in-service activities. These should be planned cooperatively with all staff given an opportunity for input. Staff visitations, curriculum and materials review, instructional techniques and characteristics of the adult MR client are just a few topics that should regularly be covered through in-service programs.

Structure is important. The clients need to feel that they are involved in a process that is well planned out. When they come to class they should expect to be challenged. Each class period should be thought of in that way. One hour a day is really very little time for all the work that needs to be done. Yet that's about all the time you will have with the client in most MR related settings.

Summary

In this section we have provided an overview of program planning and implementation. Each experience will differ, but the basic principles stay the same. As more and more ABE programs get involved with MR populations experiences will widen and new efforts should be recorded and made available for all who serve this population.

Narrative (Form C)

FORM C: TITLE XX SERVICE DESCRIPTIONS

II. R 120 SOCIALIZATION SERVICES FOR ADULTS

III. R 210 EMPLOYMENT AND TRAINING SERVICES

IV. R 220 HOME MANAGEMENT

V. R 235 FAMILY LIFE EDUCATION

Note:

These descriptions serve as the basis for receiving the Title XX 75/25 matching funds. Each of our eight modules fit into the four areas listed above. Modules such as academics and communications blanket each of the four service areas. Our monthly report to the agency indicates the hours that each student spends in one or more of the areas listed in this service package.

Program administrators should work with agency staff in developing these descriptive pages.

II. R 120 SOCIALIZATION SERVICES FOR ADULTS

The program serves adults who are moderately, severely or profoundly mentally retarded, and developmentally disabled from ages eighteen years and older. Clients between sixteen and eighteen are admitted with special work permits from their respective school systems.

The overall aim of the program is to develop a positive self-concept as measured by the type of tasks accomplished with varying degrees of independence. The program consists of providing life experience training consisting of:

1. Social functions; parties and school assemblies
2. Physical fitness; exercises, competitive sports programs
3. Client Council activities, to teach organizational skills
4. Business Education Group sessions including field trips

Clients who are functioning on a low level, the following activities are included:

1. Increase concentration span by reducing stimulation in order to perform adequately. Then exposure to distracting stimuli must be gradually increased.
2. Increase visual memory and sequencing by activities varying the number of items and interval between stimulus and response; and increasing the complexity of the response.
3. Through music therapy involvement, it is possible to stimulate or calm the person involved and to reinforce a variety of moods through various types of music used.

   Methods of involvement include singing, dancing, playing various musical instruments, including rhythm instruments and drums or even simply listening.

Language Development Specialist provides communication training which includes:

- Individual communication sessions.
- Social situational instruction in group sessions.
- Importance of courtesy and good manners.
- Work environment communication skills in individual and group sessions.
- How to communicate by use of the telephone.
- Instruction on listening to others.

Transportation is provided each day.

III. R 210 EMPLOYMENT AND TRAINING SERVICES

The program serves the adult mentally retarded population from eighteen years of age and older. Clients between sixteen and eighteen are admitted with special work permits.

The program provides structured work adjustment under conditions of paid employment. The process includes the services of a vocational trainer, psychologist, workshop director, production coordinator, floor supervisors and the adult services director. In addition to supportive staff, there is a 15 to one client supervisor ratio.

Progress toward the acheivement of predetermined objectives is measured regularly. The six-month individual habilitation plan, the supervisor's evaluation form, the production records as well as the measurement and observation of the psychologist and vocational trainer are part of the process.

The program can be any length since it is ended when the identified objectives have been achieved. The concern is with behavior patterns and social adjustment related to a productive work environment. Consequently, work production itself is an important element of the program. The production rate is assessed every three months.

The employment training program is designed in such a way as to be of maximum benefit to the client without any overriding concern about benefits to the agency. The selection of the type of sub-contract work and all modifications on the work floor are designed to benefit the client. The determination of client capabilities is the responsibility of the psychologist, vocational trainer, shop director, nurse and adult services director, and the services of the supervisors are supportive. Selection of the work station is based on the interest, aptitudes, and needs of the client within the opportunities of what the workshop can provide.

It is the responsibility of the workshop staff and governing boards to procure the amount and the kinds of sub-contract and manufacturing work to compliment the service program goals. Work orientation shall be provided to:

1. encourage good work habits; including proper care of equipment and materials, correct handling of tools and machines, good attendance, punctuality, and safe work practices.
2. to afford disciplined interpersonal relations with supervisory personnel and co-workers.
3. to promote work tolerance and work placement consistent with the person's potential.

Work evaluation and job training/counseling is provided. Individually and in small groups, clients are trained/instructed in the meaning of production and general business education. The subject matter for such training includes the following:

1. Definition and meaning of production
2. Production and wage
3. Manufacturing and daily activities
4. Production and quality control
5. Efficiency
6. Supervisor - Employee Relationship

As a regular part of this training, the clients visit various industries.

Psychological services effect the overall program design and the individualized program plans. The effected program changes are based on documented patterns and characteristics of client and staff behavior. The data generated here is a chief source for assuring that the services provided meet the individual client's need.

An integral part of the program is providing assistance to clients for placement in community employment, both directly and in cooperation with the Bureau of Vocational Rehabilitation, Bureau of Service for the Blind State Employment Services and Office of Mental Retardation.

Transportation is provided each day.

IV. R 220 HOME MANAGEMENT

This program will provide both formal and informal instruction and training in budget management, home maintenance and care, food preparation, nutrition, consumer education and personal hygiene to moderately, severely and profoundly mentally retarded and developmentally disabled individuals from ages eighteen years and older.

Instruction in this area will include:

- Proper hygiene and cleanliness.
- Proper grooming.
- Preventing and treating physical illness and injury.
- Maintaining physical health (from nutrition to exercise).
- Assuming personal responsibility for shaping and maintaining the home environment.
- Mastering basic homemaking skills.
- Budgeting personal finances.
- Use of banking services.
- Distinguishing consumer wants from needs.
- Consumer protection.

Transportation is provided each day.

V. R 235 FAMILY LIFE EDUCATION

This program will provide formal instructional activities in leisure time planning to meet specific informational needs of moderately, severely, and profoundly mentally retarded and developmentally disabled adults from ages eighteen years and older.

Instruction in this area will include:

- The use of various surroundings for enjoyable leisure experiences
- Individually expanding the range of leisure alternatives
- Developing patterns of leisure interaction
- Clarifying value and attitudes toward leisure activities

In addition, instruction will be given in human sexual development. Instruction in this area will include:

- Understanding love and love relationships
- Recognizing and adopting appropriate sex roles
- Clarifying sexual values and interests
- Responsibilities of dating and marriage
- Sexual development

Transportation is provided each day.

WARREN CITY SCHOOLS ADULT BASIC EDUCATION

Service Contract

This Agreement entered into this , by and between the Warren City Schools, through the Adult Basic Education Program, hereinafter called the "Contractor" and the Trumbull County Board of Mental Retardation, hereinafter called the "Contractee."

WITNESSETH

Whereas the "Contractor" is providing certain instructional services for adult clients in the immediate area; and

Whereas, the "Contractee" is desirous of furnishing these services to the adult clients which they serve,

Whereas both parties herein mutually recognize that the establishment of said program will be beneficial to the recipients of the services hereinafter described and to each of the parties herein:

NOW THEREFORE THIS AGREEMENT WITNESSETH

ITEM I. The "Contractor" agrees to provide for two-hundred and thirty (230) days of instructional services at Fairhaven Sheltered Workshop - Niles Branch, and at the Fairhaven Sheltered Workshop - Champion Branch, during the duration of this agreement period beginning August 31, 1981 and ending July 30, 1982. And further that this will provide five (5) hours per week of instructional and experimental activities in adult education to the clients of the Fairhaven Sheltered Workshops as listed above.

ITEM II. The "Contractor" agrees to provide instruction in small groups divided according to preassessed needs and existing functional levels of the clients and each of but not limited to the following eleven modules: Academics, Consumer Education, Home Living, Occupational Skills, Socialization, Self Awareness, Leisure Time Activities, Personal Care, Sexuality, and Transportation.

ITEM III. The "Contractor" agrees that the staff will be assigned to the workshop sites five and one half hours daily, Monday through Friday and further that the assigned staff will follow the calendar as established by the "Contractee" and will be considered part of the previously enumerated days of instruction.

ITEM IV. The "Contractor" agrees that in any event of absence of a regularly assigned ABE staff member the "Contractor" will assign an appropriately trained substitute whenever possible.

ITEM V. The "Contractor" agrees that the assigned staff in cooperation with the Fairhaven Habilitation Specialist will provide monthly instructional activity plans in each of the modules as stipulated in Item II to the Director of the Fairhaven Sheltered Workshops as well as the ABE Coordinator no later than one week prior to the beginning of each month.

This plan will include:

A. Objectives to be covered for the month,
B. Specific activities to be carried on with appropriate timelines, and
C. Methods to determine student growth and achievement.

ITEM VI. The "Contractor" agrees that the staff assigned to the "Contractee's" program will follow all appropriate Fairhaven Sheltered Workshop staff rules and regulations.

ITEM VII. The "Contractor" agrees that if any variations from the terms of this agreement occur these variations will be communicated by the Fairhaven Habilitation Specialist and/or Workshop Director to the ABE Coordinator for corrective action.

ITEM VIII. The "Contractee" agrees as consideration for the services enumerated in Items I through VII to pay the "Contractor" a sum not to exceed $27,279.15 during the term indicated in Item I above. The fees shall be paid to the "Contractor" within thirty (30) days after receipt of an invoice, for services performed during the previous month, beginning October, 1981 and ending August, 1982.

ITEM IX. It is further mutually understood by and between the parties herein, that this agreement shall become binding upon the said parties upon approval by the properly authorized body, person, or persons of the Center and Subscriber and signed by the proper and legally designated persons of each party herein.

For the Board of Education, Warren City Schools

_____

_____

For the Trumbull County Board of Mental Retardation

_____

_____

_____

Warren City Schools

Administration Building
261 Monroe St., N.W.
Warren, Ohio 44482

Dear Parents, Friends and Supervisors of the clients of the Fairhaven Workshops:

The cooperative effort between the Fairhaven Workshops and the Warren City Schools Adult Basic Education Program has resulted in the development of the first full time academic and living skills program of its kind in the State of Ohio.

Since January 16, 1979, clients of both workshops have received instruction and personal experiences in each of the following areas for the hours listed:

1. Basic Academic Skills — 27 hours
2. Occupational Skills — 15 hours
3. Interpersonal Behavior, Social Competencies, Self-Awareness and Personal Adjustment — 15 hours
4. Communication Skills — 20 hours
5. Personal Care, Home Life and Independent Living Skills — 26 hours
6. Consumer Skills — 15 hours
7. Leisure-Time Planning — 12 hours

Total hours of instruction — 130 hours

The totally certified staff included Nancy Hochadel, Kay Bedich and Lani Simmons, teachers, and Kathy Graham, educational assistant, Keith Edgar, ABE Program Manager, also assisted in the program operations.

We will resume our daily classes on Monday, September 11, 1979, at both the Niles and Champion workshops.

We invite your continued interest and visitation to our classrooms and are always happy to answer any questions which you might have concerning the program.

Sincerely,

Scott C. Lehman
Supervisor, Office of Special Programs
Warren City Schools

SCL/sd

Sample agenda
for workshop with ongoing sheltered workshop staff.

Warren City Schools
Warren, Ohio
Office of Special Programs

Fairhaven Workshop Staff In-Service

I. Organization of the ABE/Fairhaven Program

A. Concerns about program experiences.

B. Unique cooperative arrangement.

C. Philosophy of "Normalization."

D. Initial groups based on previous data.

E. Purpose of assessment now being carried on.

F. ABE classes designed to meet workshop structure.

G. Unique nature of our program and its impact around the state.

II. Structure and Operation of ABE Classes at Fairhaven

A. ABE staff responsibilities and assignments.

B. Alternating "Living Skills" with academics on a monthly basis.

C. How objectives relate to activities and materials in the classroom.

1. Examples of lesson plan sheets, actual lesson presentations and student exercises.

D. Concerns about students "interpretation" of movies, classwork, etc. (ref. Movie: "Bonnie Consolo")

E. Suggestions from workshop staff about how classroom instruction can be reinforced on the "floor."

F. What will happen when the "changeover" takes place.

G. Instruction which takes place in a residential home setting.

ADULT MR CLIENT ASSESSMENT

This section is divided into three parts. First is our locally developed *ABE Fairhaven Academic Skills Survey*. It contains complete directions for the administration of the various activities.

The second part describes the development and implementation of the Individual Habilitation Plan (I.H.P.). Once again we have used the local process as a model for dissemination to other interested programs.

The third part is a bibliography of other resources for MR client assessment.

Most institutional type programs will have a pre existing assessment system in operation. You may want to use this information to restructure existing efforts to meet academic needs.

Much of the information can be very practical within an ABE Center or small group home where no previous assessment instruments exist. In all cases the assessment should be carried on informally over a prolonged period of time. Begin building an educational "prescription" for the client based on each new piece of information gleaned from your assessment. Don't wait until it's completed to institute the instructional process.

ABE — Fairhaven Client Assessment and Academic Skills Survey

When no previous formal assessment of client performance exists, a system should be developed using a format similar to the one which follows this description.

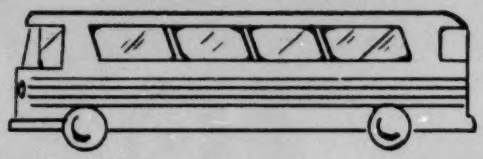
As the program develops, specific skills should be listed for all modules. We have used the academic area as an example for interested ABE staff to follow. This is the most extensive survey and one which can be applied to many other modules as a guide to student potential.

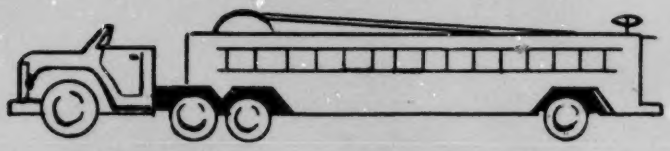
After each skill is identified, clients are assessed to determine the extent of their ability to perform each task. The date and a positive or negative response is listed and appropriate comments are made particularly if the task is completed to some extent, but not completely.

The whole process takes place over a months long period. Regular classroom work is integrated while the testing takes place. We recommend no more than 2 days per week be spent on actual assessment.

A compilation is made of all skill areas and clients may be grouped or regrouped for classes based on this assessment. With some exceptions, clients completing less than 1/3rd of the tasks in each area are grouped in Level I instruction. Clients completing from 1/3rd to 2/3rds of tasks in each area are grouped as Level II and clients completing 2/3rds or more of each task are grouped as Level III and provided with more advanced instruction.

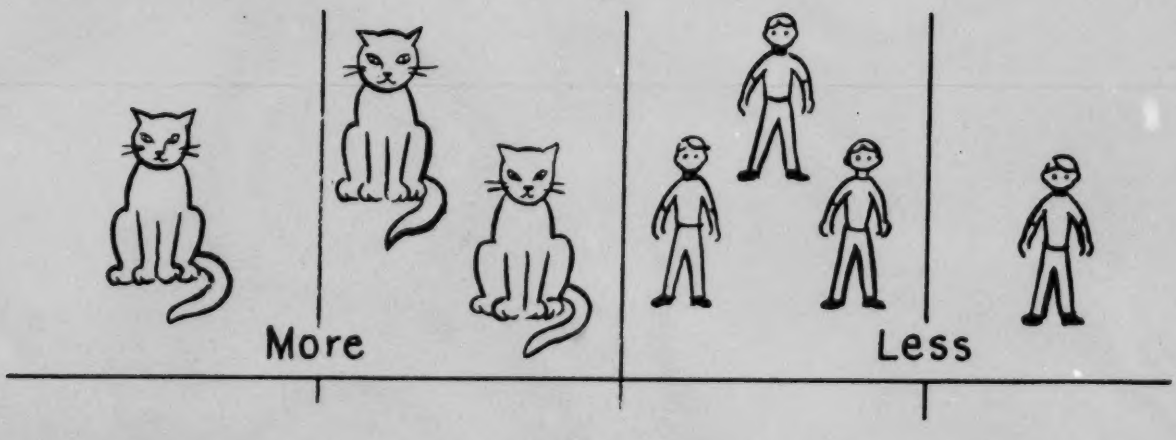
WHAT KINDS OF WORKERS USE THESE?





CLIENT ASSESSMENT

Number Concepts

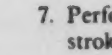


ABE - FAIRHAVEN STUDENT ASSESSMENT and ACADEMIC SHIELDS SURVEY

March 1, 1980

ACTIVITY	DIRECTIONS	Initial Date	Reevaluation Date
I. Self-Identification			
1. Knows name	Asked to say their full name		
2. Knows 12 body parts	Asked to name 12 parts (out loud)		
3. Knows own sex	Asked if they are boy/girl: male/female		
4. Draws picture of person using body parts mentioned in #2	Asked to draw picture using 12 parts		
5. Knows age and birthday	Asked to name age & birthday		
6. Knows address	Asked to give information verbally		
7. Knows phone number (can dial it)	Asked to give number verbally		
8. Knows left and right	Asked to raise left hand; then right hand		
9. Knows concept of up/down, in front of/behind, under/over, in/out	Asked to look up/down, stand in front of chair/behind, put hands over head/under table, hands in pockets/ out of pockets		
10. Knows name of supervisor and two other staff members	Asked verbally to name supervisor, then name two other staff members		
11. Knows social security number and locker number	Asked to repeat verbally their S.S. number and locker number		
II. Practical Math			
1. Knows concept of day and night	Shown pictures of day/night scenes, asked to pick which one was day/night		
2. Uses morning, afternoon and night to describe parts of the day	Asked client when they ate breakfast, lunch, dinner		
3. Knows concept of before and after	Shows pictures of before/after hair styles		
4. Knows season names	Asked to name seasons (we gave some prompting)		
5. Knows concept of day, week, month and year	Asked them how many days in a week, weeks in month, months in year		
6. Names two different kinds of clocks	Asked them to name kinds of clocks		
7. Tells time to the hour, ½ hour, 5 minutes interval, 1 minute interval	We used our watch and asked if they could tell us what time it was		
8. Can tell time using a digital clock	We used a digital watch and asked if they could tell us what time it was. It was hard to tell sometimes if they actually understood or if they were just reading numbers		

ACTIVITY	DIRECTIONS	Initial Date	Reevaluation Date
Dates			
1. Knows names of days in sequence	Asked to name days of week (used prompting)		
2. Knows names of months in sequence	Asked clients to name months starting with January		
3. Tells the present day	Clients were asked to name present day		
4. Tells the present month	Clients were asked to name present month		
5. Knows what month the holiday falls in	We asked client to tell us what month a particular holiday came in — Christmas, Easter		
6. Can use a calendar	Gave clients a calendar and asked them to look for particular months and days		
Money			
1. Knows the use of money	Asked them what they used money for, what others did with money		
2. Identifies coins	Showed coins, asked clients to identify them		
3. Knows value of coins	Asked how much coins were worth — how many pennies in a dime, etc.		
4. Counts pennies	Gave clients pennies — had them count a certain number		
5. Counts nickels	Gave the clients nickels — tried to get them to count singles and by 5's		
6. Counts dimes	Gave clients dimes — counted singles — then by ten's		
7. Counts quarters	Gave clients quarters — counted singles — then by 25's		
8. Counts half dollars	Gave clients half dollars — counted singles — then by 50's		
9. Makes varied combinations using three different coins or more	Asked them to give you an amount requiring them to use different coins — $.16		
10. Names bill denominations	Asked clients to identify — $1, $5, $10, $20 bills		
11. Names values of bills	Asked them how many one's in five dollars, ten, etc.		
12. Makes change under $1	Gave them $1 — asked for a certain amount in change		
13. Makes change over $1	Gave them $5 — pretend to spend $3.50, ask for change		
14. Makes purchases	Had them purchase small items — canned goods, etc.		
15. Has some budgeting skills	Asked them what kinds of things they would have to pay for if they lived alone, etc.		

ACTIVITY	DIRECTIONS	Initial Date	Reevaluation Date
III. Writing Skills			
1. Holds pencil in fingers	Handed client a pencil — observed how they held it		
2. Makes mark with pencil	Asked client to write letters in their name		
3. Has appropriate grasp	Observed how client grasped pencil to write		
4. Can make a vertical line (|)	Made vertical lines on board — asked client to copy on paper		
5. Can make a horizontal line (—)	Made horizontal lines on board — asked client to copy		
6. Can make a slanted line (\)	Made slanted lines on board — asked client to copy		
7. Performs push-pull strokes ()	Made push/pull lines on board — clients to copy		
8. Draws or copies circles	Drew circles on board — asked clients to copy on paper		
9. Draws squares, triangles, & diamond shapes	Drew shapes on board — asked clients to copy on paper		
10. Prints/writes letters and numbers	Asked clients to print/write some letters and numbers 1-10		
11. Forms letters and numbers from left to right	While clients were printing we watched the way they formed letters		
12. Prints/writes own name	Asked clients to print/write their name		
13. Prints/writes all letters in alphabet	Asked clients to print/write entire alphabet		
14. Prints/writes simple words	Asked clients to print/write words like cat, dog		
15. Prints/writes simple sentences	Asked clients to print/write sentences like: My name is_____		
16. Copies letters/words/sentences from board	Printed sentences on board, asked clients to copy		
17. Can make signature	Explained difference between signature and printing — asked clients to write signature like they do on paycheck		
18. Fills out forms	Gave them simple ditto forms: name, address, S.S.# — asked them to fill it out		

ACTIVITY	DIRECTIONS	Initial Date	Reevaluation Date
IV. Spelling			
1. Says what sound the written letters M - P and B make	Asked clients to give sound of letters	_____	_____
2. Points out which letter in a word makes a given sound	Pointed to letter which made M - P sound .	_____	_____
3. Vocalized which letter in a word makes a given sound (e.g., says "p" in pat)	Verbalized which letter makes certain sound B - I - T - E	_____	_____
4. Writes letter when its name is spoken	Asked client to write down R - K - S - V - O - P, etc.	_____	_____
5. Writes letter when its sound is spoken	Gave clients a letter sound — they write down which letter it is	_____	_____
6. Says what long sound the written letters a, e, i, o, u, & y make	Asked clients to give long sounds to a, e, i, o, & u, we had to give lots of explanation here — not much success made	_____	_____
7. Says what short sound the written letters a, e, i, o, u, & y make	Again asked for short sounds — a, e, i, o, & u, again not much success	_____	_____
8. Says what sound the following written consonant sounds make: th pl dr kn sp ck sm wh bl sr sk ch fl tr sh cl br sl fr gr pr wr	Explain consonants — asked what sound combination make, we make tagboard cards with letters printed on them	_____	_____
9. Verbalized which blend in a word made a given sound	Clients asked to identify consonant blend in words like plow, slow	_____	_____
10. Writed letters when their sound blend is given	Clients asked to write (some did it verbally) a particular blend when given (br, th, sh).....	_____	_____
11. Decodes initial consonants of words	Clients shown a word — BAT — asked about the beginning consonant	_____	_____
12. Spells familiar one-syllable words	Clients asked to spell the word CAT	_____	_____
13. Spells unfamiliar one-syllable words	Clients asked to spell the word GIVE	_____	_____
14. Spells familiar multi-syllable words	Clients asked to spell the word WORKSHOP.....	_____	_____
15. Spells unfamiliar multi-syllable words	Clients asked to spell the word MAGIC ..	_____	_____

ACTIVITY	DIRECTIONS	Initial Date	Reevaluation Date
V. Reasoning			
1. Sorts objects by color/shape/ size/length	We used children's blocks, squares, triangles, etc. they were different colors, sizes		
2. Draws a picture to illustrate one kind of information (e.g., draws a man)	Clients were asked to draw a man — free style with no prompting		
3. Locates which object out of five pictures or objects doesn't belong	We used jewelry for this — a watch, ring, necklace, & pin, then added a stapler. They were asked to remove the one that didn't belong		
4. Gives one reason why an object picture doesn't belong with the other 4	Then they were asked why it didn't belong. We recorded responses		
5. Matches like objects/pictures	We used familiar objects like pencils, erasers, books for this. They were asked just to match them		
6. Matches like letters/words	We used alphabet cards and asked clients to match letters. Then we recorded the response		
7. Arranges 3 simple pictures in sequence	Used DLM sequential cards (5) asked clients to put in order		
8. Draws a picture to illustrate 2 kinds of information (e.g., draw a sad man)	Clients drew a sad face, then a happy face.		
9. Determine ways in which objects are similar	Showed clients common items (cans, pencils) asked how they are alike		
10. Determine ways in which objects are different	Showed clients common items (cans, etc.) different sizes, colors, asked how different		
11. Finds the incongruous 1 out of 2 place/misdirected object (e.g., points to a missing ear on picture of man)	Showed clients a picture of a woman missing a nose, recorded responses		
12. Makes judgements in sequence (e.g., what might happen next after shown 2 sequenced pictures)	Showed clients two sequential cars and what they thought to be pictured on the third		
13. Determines results, What would happen if you_____?	Asked clients "What would happen if you had a million dollars."		
14. Matches opposites	Given opposite pictures — asked to match them. Example: day/night, tall/short		

ACTIVITY	DIRECTIONS	Initial Date	Reevaluation Date
VI. Reading			
1. Opens book, turns right side up, turns pages one at a time	Handed client a book and asked them to open and turn pages		
2. Places five pictures in logical sequence left to right	Gave clients sequential cards and asked them to arrange them in order		
3. Has some meaning of ideas in picture books	Showed picture from book. Asked what might be happening in the picture?		
4. Visually matches identical words in groups of grossly different written words	On tagboard cards we wrote words — the, them, these		
5. Visually matches identical words in groups of similar written words	We used that on four cards and one with than written on it, matched words		
6. Names capital and lower case consonants when shown written letter	Verbally named the consonants when shown cards		
7. Names capital and lower case vowels when shown written letter	Verbally named vowels — capital and lower case when shown tagboard cards		
8. Says what sounds consonants make when shown written letters	Named sounds of consonants when shown		
9. Says how consonant blends sound when shown written letters	Shown consonant blend cards, asked to give sound		
10. Says what sound vowels make when shown letters	Shown vowel cards, asked to give sound		
11. Reads simple three letter words	Given a list of words — cat, buy, and, for, why, etc. asked to read		
12. Scans letters of words from left to right	We gave the words on cards, asked them what letters were in the words, noted what letters they named first, in what order		
13. Blends letter sounds to say the word of a unit	Had clients write word B-L-A-C-K one letter at a time, had them try sounding it out as we went along		
14. Reads 100 words by sight	Given the basic sight word test. Recorded how many they could read		
15. Reads phrases, sentences, paragraphs	Given prepared sentences, phrases, and paragraphs		
16. Reads aloud/silently	Clients asked to read a short, prepared paragraph aloud, then asked questions to determine comprehension		
17. Reading level	Given the Wide Range Achievement Test		
18. Knows safety signs	Shown safety signs, recorded how many they knew. Example: Exit, Poison, etc.		

Colors

1. Matches and sorts rainbow colors	We used squares of different colored construction paper	_____	_____
2. Select color that is named: red orange black blue green brown white yellow purple	Using squares, we asked clients to select color when we named it	_____	_____
3. Name color that is indicated (see #2)	We pointed to a color square, they were asked to name it	_____	_____
4. Names other than the basic colors	We asked if they could name colors other than those on the table. Some named were: sienna, brick, chartruese, etc.....	_____	_____
5. Basic color/colors	Asked clients to name as many colors as they could. Recorded answers	_____	_____
6. Is selective in combining colors for clothes	We cut our doll size clothing from pieces of cloth. Different colors and patterns, stripes, flowers and solids. We then asked clients to put together an outfit. Interesting!	_____	_____

Shapes

1. Matches and sorts shapes	Used building blocks again	_____	_____
2. Selects shapes that is named: circle triangle oval square rectangle etc.	They were asked to sort according to color, the shape.....	_____	_____
	Clients were asked to hand the teacher the shape indicated	_____	_____
3. Name shape that is indicated (See #2)	Teacher picked shape client named the shape	_____	_____
4. Names other shapes	Client then asked to name remaining shapes	_____	_____
5. Copies shapes or uses a template	Given paper and asked to copy shapes written by teacher on blackboard	_____	_____
6. Draws shapes with no examples	Given paper and pencil, clients asked to draw shapes from memory, not example ..	_____	_____

ACTIVITY	DIRECTIONS	Initial Date	Reevaluation Date
VII. Math			
1. Arranges objects in order from smallest to largest	Clients asked to arrange pieces of construction paper different sizes, in order.		
2. Determines which of two groups has more/less, few/many	Put 2 groups of objects (pencils, etc.) asked which had more/less, few/many		
3. Counts orally to 10	Clients asked to count out loud to ten. We recorded answers, even if wrong or out of sequence		
4. Locates objects of a given number in groups of 10	Bundles of toothpicks & single ones. Clients asked to show 54 using 10's and 1's		
5. Reads and writes numerals 1...10	Clients shown written numerals asked to read them; then if possible to write them ..		
6. Identifies what number comes before a given number 1 - 10	We gave clients a number ex. 6, and asked what comes next or before. Answers recorded right or wrong		
7. Counts orally to 20	Clients asked to count to 20. Some prompting necessary		
8. Counts backwards from 10	Asked to count backwards. Most clients could not do this		
9. Counts orally from 20-50, 50-100	Asked to count from 20-50, most could not. This caused some difficulty		
10. Reads and writes numbers 25-50, 50-100	Clients asked to count verbally, then writes 50-100		
11. Performs addition and subtraction using facts 1-20	Ditto sheet was used for the subtraction part, many clients were unable to do this section		
12. Performs addition and subtraction 20-50, 50-100	Ditto sheet was used here too, same problem for the clients		
13. Carries in addition using right to left movement, borrows in subtraction using left to right movement	Ditto sheet with addition and subtraction problems involving carrying and borrowing		
14. Performs multiplication combinations	Ditto sheet with problems — ranging from 1×1 to 36×42		
15. Performs division problems	Had few clients who could divide. Only tested those who could multiply. Tested by giving some simple division problems ..		

VIII. Attention Span

1. Does not attend to task initiated by adult
2. Attends to task very briefly
3. Attends to familiar task/how long?
4. Attends to unfamiliar task/how long?
5. Displays bored behavior during classtime activities
6. Attends to a task for full class period when supervised/not supervised
7. Remains at task when distractions are present
8. Could potential be increased?

We asked clients to do two tasks. The familiar task was to write their name. The unfamiliar task was to find a picture of a man, woman, and something to eat in a magazine. Then they were to cut the pictures out. While observing the clients completing the tasks we evaluated these two sections. This is probably not a fair evaluation because it was only one situation. If you have worked with a client over a long period of time you could evaluate from several experiences with them.

IX. Task Completion

1. Starts task assignment with much more reminding/direction from the teacher
2. Starts task assignment with minimal reminding/direction from teacher
3. Starts task with no prompting
4. Circle one statement below which best describes the client's behavior:

Completes task with continued attention	Completes task with little attention
0 - 10%	0 - 10%
10 - 25%	10 - 25%
25 - 50%	25 - 50%
50 - 75%	50 - 75%
75 - 100%	75 - 100%

5. Seeks help from tasks when faced with problems on failures

Difficult to evaluate ..... _____ _____

IHP — The Individual Habilitation Plan

The I.H.P. is a functionally important phase of any organized program for the adult mentally retarded. Each clients IHP should be made available for the ABE Staff. Continuous input and reference will be made to the clients plan. We have used the Fairhaven Workshop Model to provide an example to follow.

Most "funded" programs have their own system of developing and implementing I.H.P.'s You should become familiar with the system within which you will operate your program.

There are four elements to the Fairhaven I.H.P. process:

1. The I.H.P. checklist, a brief overall assessment of client skills in six areas.
2. A description of the procedures to follow in developing the individual habilitation plan.
3. The I.H.P. itself. We have included a completed sample I.H.P. based on an actual client assessment.
4. Recommendations and programming based on the I.H.P.

These plans are not meant to be rigid, rather a way to structure learning experiences to meet individual needs. They should be continuously updated and any new assessment information should be added.

I.H.P. Checklist Directions

Below we have written directions that may help you in filling out each section of the I.H.P. Checklist. Please use this sheet as a guide as section directions may vary.

Physical

Check one answer for each question.

Good = 75% - 100%
Fair = 25% - 75%
Poor = 0% - 25%

Educational

Check all of the spaces that apply. If you have any doubt or question(s)., please make a note of this on the back of the page.

Vocational]
Social]
Self-Care Skills] Check one answer for each of the questions.
Personal Adjustment]

*Please note such items as yes, no, sometimes, etc. are self-explanatory and require no definition.

Individual Habilitation Plan Code

E — Evaluator

WS — Workshop Specialist

MR — Medical Report

N — Nurse

Psy — Psychologist

C — Counselor

LDS — Language Development Specialist

I.H.P. Checklist

I. PHYSICAL

1. Eye-Hand Coordination:	Good _____	Fair _____	Poor _____
2. Fine Finger Dexterity:	Good _____	Fair _____	Poor _____
3. Visual Discrimination:	Good _____	Fair _____	Poor _____
4. Able To Work Full Day:	Yes _____	No _____	Sometimes _____
5. Standing Tolerance:	Good _____	Fair _____	Poor _____
6. Sitting Tolerance:	Good _____	Fair _____	Poor _____
7. Gross Coordination: Walking:	Good _____	Fair _____	Poor _____
Sitting:	Good _____	Fair _____	Poor _____
8. Handedness:	Left _____	Right _____	Mixed _____

II. EDUCATIONAL:

Reading:

_____ a. Recognize letters
_____ b. Recite alphabet
_____ c. Copy letters
_____ d. Write letters
_____ e. Copy name
_____ f. Write name
_____ g. Copy words
_____ h. Write words
_____ i. Recognize and read simple words
_____ j. Give simple definitions for words
_____ k. Read sentences orally
_____ l. Read silently with comprehension
_____ m. None of the above

Money:

_____ a. Give names for coins
_____ b. Give names for currency
_____ c. Tell value of a coin (e.g. 10c=Dime)
_____ d. "Make change" — under $1
_____ e. "Make change" — over $1
_____ f. Has some budgeting skills
_____ g. None of the above

Time:

_____ a. Recognize that the clock is for telling time
_____ b. Tell time to the hour
_____ c. Tell time to the half hour
_____ d. Tell time to the quarter hour
_____ e. Tell time to the minute
_____ f. None of the above

Date:

_____ a. Name days of the week in order
_____ b. Tell what day it is
_____ c. Tell what month it is
_____ d. State birthday
_____ e. State birthdate
_____ f. None of the above

Safety Signs:

a. Can he/she recognize signs such as "danger", "exit", etc?

_____ Yes _____ No

b. Can he/she understand and obey safety signs?

_____ Yes _____ No

Colors:

_____ a. Match colors
_____ b. Name basic colors
_____ c. Discriminate between colors
_____ d. Discriminate between shades
_____ e. None of the above

Shapes:

_____ a. Match shapes (circle, square, etc.)
_____ b. Copy shapes
_____ c. Draw shapes from memory
_____ d. Name shapes
_____ e. Identify larger - smaller, taller, shorter, etc.
_____ f. Arrange items serially by size
_____ g. None of the above

ABE:

Attends Adult Basic Education Classes willingly. Frequently _____

Sometimes _____ Never _____

38

I.H.P. Checklist

III. VOCATIONAL

1. Assemble two-part object: Yes _____ No _____ Sometimes _____
2. Assemble three-part object: Yes _____ No _____ Sometimes _____
3. Assemble multiple object: Yes _____ No _____ Sometimes _____
4. Sorts dissimilar items: Yes _____ No _____ Sometimes _____
5. Sorts similar items by size: Yes _____ No _____ Sometimes _____
6. Sorts similar items by shape: Yes _____ No _____ Sometimes _____
7. Sorts similar items by color: Yes _____ No _____ Sometimes _____
8. Recognizes errors: Frequently ____ Sometimes ____ Inconsistent ____ Never ____
9. Returns from lunch and break on time: Frequently ____ Sometimes ____ Inconsistent ____ Never ____
10. Maintains supplies: Frequently ____ Sometimes ____ Inconsistent ____ Never ____
11. Overstocks supplies: Frequently ____ Sometimes ____ Inconsistent ____ Never ____
12. Adequate vocabulary for jobs done: Most Jobs: _____ Some Jobs _____ None of the Jobs _____
13. List jobs client can do: Best: Has Trouble With:

IV. SOCIAL:

1. Eye Contact: Good _____ Fair _____ Poor _____
2. Responds to and intiates greetings: Good _____ Fair _____ Poor _____
3. Contributing member of group: Yes _____ No _____ Sometimes _____
4. Has a sense of humor: Yes _____ No _____
5. Expresses feelings appropriately: Frequently _____ Sometimes _____ Never _____
6. Attends workshop social functions: Frequently _____ Sometimes _____ Never _____
7. Gets along with others: Frequently _____ Sometimes _____ Inconsistently ____

V. SELF-CARE SKILLS

1. Personal hygiene: Good _____ Fair _____ Poor _____
2. Personal grooming: Good _____ Fair _____ Poor _____
3. Appropriate eating skills: Yes _____ No _____ Sometimes _____
4. Care for own toileting: Yes _____ No _____ Sometimes _____

VI. PERSONAL ADJUSTMENT:

1. Continues job even though meets with failure: Yes _____ No _____ Sometimes _____
2. Attention span: Good _____ Fair _____ Poor _____
3. Able to work under pressure: Yes _____ No _____ Sometimes _____
4. Completes work without supervision: Frequently _____ Sometimes _____ Never _____
5. Follows instructions: Yes _____ No _____ Sometimes _____
6. Retention: Good _____ Fair _____ Poor _____
7. Work judgment: Good _____ Fair _____ Poor _____
8. Able to accept constructive criticism: Yes _____ No _____ Sometimes _____
9. Motivation: Good _____ Fair _____ Poor _____
10. Frustration tolerance: Good _____ Fair _____ Poor _____

IHP PROCEDURES

1. Client will attend conference unless his attendance would be considered detrimental by the case manager.
2. Case Manager will submit the I.H.P. to the Adult Services Director for his signature prior to the conference.
3. Parents signatures indicates they have had the I.H.P. explained to them.
4. A copy of the I.H.P. will be given to the parent, a workshop specialist, and case manager. The original will be placed in the client's permanent file.
5. The client, parent, workshop specialist, and case manager will attend the I.H.P. conference. The language development specialist, District XI representative, psychologist or residential home representative will be invited if appropriate. Appropriate, in this case, meaning they are actively involved in the client's case.
6. The workshop specialist will meet with the case manager and submit in writing their goals for each respective area. From this and the input from other appropriate staff, the I.H.P. will be written.
7. The I.H.P. goals will be written in behaviorial terms.

Adult Individual Habilitation Plan
(IHP)

(Sample)

NAME	Birthdate
Supervisor & Program Placement	Social Security No.
Entered Adult Program	Period Covering
Address	Telephone No.
Medication - Include Allergies	Prepared By
Precautions	

DESCRIPTION OF CURRENT FUNCTIONING LEVEL

PHYSICAL (disability, motor functioning, medical problems which contribute to Program Planning)

John is short, obese, well-coordinated, good finger dexterity, holds pencil, uses a screwdriver, can manipulate a ¼" screw, wears glasses. (E, WS, MR, N)

MENTAL (language development, level of communication, memory, etc.)

Speaks in complete sentences. Able to describe events of previous day, can remember 3 level directions, misuses pronouns. (Psy, LDS, WS)

EDUCATIONAL

Counts to 100 plus. Identifies coins but does not understand valves. Reads functional words, Exit, Go, Stop, Men. Can tell time to the hour. Prints full name and address. (E, LDS, Psy., WS)

VOCATIONAL

Performs 5-step assembly operation with 100% accuracy for a 5 hr. time period; works independently; maintains own supplies; overstocks supplies while working; recognizes and corrects own errors. (E, WS)

SOCIAL (socialization, independence, recreation, etc.)

Participates on bowling team, participates and enjoys group social activities; tends to dominate activities, manipulates peers. (E, WS, LDS, C)

SELF-CARE SKILLS

Independent in most self-care skills, but needs help with shaving; maintains neat appearance throughout day. (Psy, E, WS)

PERSONAL ADJUSTMENT (motivation, concentration, frustration tolerance, etc.)

When responding to supervisor's directions, he is sometimes stubborn, defensive and argumentive, talks back and refuses to work when corrected by superior; cannot adopt to changes in routine. (E, C, WS, Psy.)

ANNUAL GOALS

1. *Increase knowledge of functional words.*
2. *Improve ability to accept criticism.*
3. *Increase vocational skills by learning to use heat sealer.*
4. *Increase ability to accept changes in routine without argument.*
5. *Continue to attend weekly group speech therapy session.*

Resources for Further Client Assessment

There are many assessment and resource instruments which can be used for screening purposes, i.e. referrals, placements, evaluations and for the development of individual educational plans and programs.

The following resources with brief descriptions are provided so that the ABE instructor can be made aware of the available tools needed when working with the ABE/MH student.

TESTS:

Boehm Test of Basic Concepts — Can be used with moderately retarded adults to determine receptivity to directions and other concepts use in daily life as well as the learning process. BTBC can also be used as a teaching tool to develop knowledge of concepts not fully understood.

Columbia Mental Maturity Scale, Third Edition — The CMMS is an individually administered non-verbal measure of "general reasoning ability." Testing consists of a series of 3-5 drawings on a 6 to 19 inch card. Testee is asked to select the drawing which does not belong with the others. CMMS is easy to administer, no special training, and serves best as a quick screening device.

Geist Picture Interest Inventory: Men and Women — Often used to identify vocational and avocational interests. Good to use because of a minimum of language requirement. Student simply circles pictures.

Kuder Form E General Interest Survey — Measures individual's degree of preference for activities in ten job family groups. The vocabulary is at the sixth grade level. The pin punch self scored edition could be difficult for clients to manipulate.

Peabody Picture Vocabulary Test (PPVT) — This test is an indicator of receptive vocabulary and allows the testor to identify non testable individuals.

San Francisco Vocational Competency Scale — A thirty item behavior rating scale designed to assess important aspects of the vocational competence of mentally retarded adults: motor skills, cognition, dependability, responsibility and social emotional behavior.

The S.A.V.E. Physical Capacity Rating — Systematic Approach to Vocational Evaluation — Used to measure each of the six factors that compose the **Dictionary of Occupational Titles** physical capacity criteria.

The Slossan Intelligence Test (SIT) — Very useful as an individual screening instrument and is often used to evaulate an individual mental ability. This list does not require specialized training and can be administered and scored in approximately 20 minutes.

Slossan Oral Reading Test — Individualized test based on the ability to pronounce words at different levels of difficulty. This test is often used periodically to assess word recognition.

The Stanford-Binet (S-B) — Often used for initial special class placement and periodic reassessment to determine appropriateness of programs. The S-B however requires specialized training to administer and score.

The Valpar Work Samples — Consists of individual assessment units or work samples. Introduces job factors individuals would encounter in a real work situation, and assesses the degree of ability to perform required tasks.

Wide Range Achievement Test Revised Edition (WRAT) — Test in 3 parts, arithmetic, spelling, and reading. Can be used for quick screening & should be followed up for in-depth analysis.

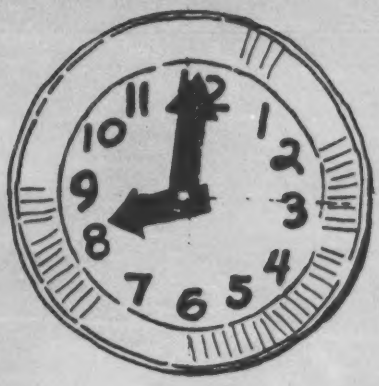
Wide Range Interest Opinion Test (WRIOT) — Designed to measure interest in as many areas and levels of human activity as possible. The activities represented in pictures correlate with those listed in the **Dictionary of Occupational Titles.**

Other Resources:

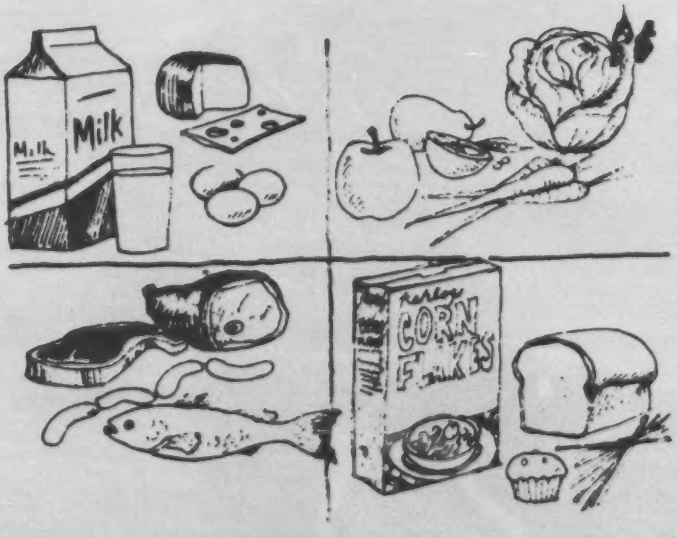
B.C.P. Behaviorial Characteristis Progression
Brigance Inventory of Basic Skills, Curriculum Associates
Dictionary of Occupational Titles
Dolch Basic Sight Word Summary
Dolch Basic Sight Word Test
Functional Reading, A Resouce Guide for Teachers
Ohio Performance Scale
Wilsons Essential Vocabulary

SKE/smc

Publication data for the above resources may be found in **The Eighth Mental Measurements Yearbook,** Oscar Buros, Gryphon Press, 1978.



INSTRUCTIONAL MODULES LESSON PLANS



INSTRUCTIONAL MODULES — INDIVIDUAL LESSON PLANS

This major section of the handbook presents one-hundred and five total individual lesson plans divided into eight separate modules.

The lessons which were chosen for the handbook have been tested in the various settings which we have previously described. In most cases the duration will be one class period of about an hour. They may be modified to extend for a longer period of time. The concepts may also require greater explanation and supplimentary exercises depending on the functional level of the MR student.

Following the assessment phase, clients are scheduled into classes or small groups by their existing skills and assessed potential. The basic breakdown is:

Level I	No reading or math skills, minimal potential based on assessment.
Level II	Very limited pre-reading and math skills, some potential for formal comprehension of basic skills.
Level III	Possess some reading and math skills, good potential for increased comprehension of basic skills.

The regular sequence of lessons includes alternating "Academic" or "Communication" modules with the other six areas. As an example, lets say that a class, group or individual is studying "Consumer Education." During a week long period, two days are spent on "Consumer Education" lessons, two days on the academic or communication skills related to consumer education and the fifth day includes a related audio-visual presentation or guest speaker. The schedule must provide variety, yet reinforce the specific concepts to be taught.

The lesson plans include a purpose or goal as well as an explanation of the procedure used by staff to carry out the activity. We have listed the materials and other resources needed for the lesson. There are suggestions for related activities and an evaluation of the results of using the plan. There is also an indication of what types of ABE sponsored sites where the plans can be used.

These plans are not limited to use only with an adult MR population. They are applicable for use with adult second language (ESL), learning disabled (LD), low functioning (EMR) and functionally illiterate groups.

You may wish to use this lesson plan model to add activities that have proven successful in your own local centers. Our staff members actually modify, update and add to these existing ABE-MR instructional lesson plans.

Academics

MODULE AREA

TITLE Learning About Initials **LEVEL I, II**

Purpose

To help students recognize their names when they see them printed on the board. To help them recognize their initials.

Procedure

Explain what initials are and where students might see them. For example: belt buckle, purses, pay checks, clothing, may all have initials printed on them.

Print each student's name on the chalkboard. Have them try to figure out what their initials are. See if they can print them on the board. Practice writing them with a pencil and paper.

Some of the more artistic students may wish to do a fancy design with their initials.

Evaluation and Adaptability

This lesson works well in a sheltered workshop and group home. It could be used as a writing lesson in an ABE center.

Materials and Supplies

Paper, pencils, chalkboard and chalk.

Related Activities

Write all the students' first names on the chalkboard. Have each student erase his own name. Do the same with last names, first and last names together and then initials.

Academics

MODULE AREA

TITLE Alphabetical Order **LEVEL II, III**

Purpose

To take simple words and put them in alphabetical order.

Procedure

Have students give examples of things in their environment, example: house, workshop, friends. List about 15 items. Then have the students put the list in alphabetical order. One student could go to the chalkboard and arrange his/her list. Discuss what other things might be listed in alphabetical order. Why is it important to know the alphabet?

Review the places and situations where alphabetical order is used. Example: telephone books, directories, cookbooks, etc.

Evaluation and Adaptability

This lesson works well in a sheltered workshop and group home. It could also be used in an ABE center.

Materials and Supplies

Paper, pencils, chalkboard with chalk.

Related Activities

This lesson can be used with any module. For example in personal care you could list comb, brush, etc. in alphabetical order.

Academics

MODULE AREA

TITLE Math—Beanbag Toss **LEVEL I, II**

Purpose

This lesson is designed to get students involved in the lesson and get them to move out of their seats. To help students learn numbers.

Procedure

Students toss a beanbag on the number board placed on the floor. Have the student identify the number. Select one or two other students to write the number on the board. Problems can then be made using the numbers (2+5=7, etc.). The students sitting at tables can write the number on paper. Let each student have a chance with the beanbag and a chance to write numbers on the chalkboard.

The teacher can determine the student's ability to use other ideas such as association with prices or bus numbers. Also use of combinations

$$\begin{array}{r} 42 \\ +31 \end{array} \quad \text{or} \quad \begin{array}{r} 6 \\ +2 \\ \hline 3 \end{array}$$

This game or exercise can be varied and used with a higher level. Teams can be chosen for participation in team activities.

Evaluation and Adaptability

Enjoyable lesson for lower functioning students allows for movement and participation.

This lesson can easily be used in a workshop or group home setting.

Materials and Supplies

Beanbag, on a large piece of tagboard, write the numbers 1-9.

8	6	2
5	9	4
1	7	3

Related Activities

1. Make a different number board using 10-18.
2. Use nerf die and have students roll, recite and compute the numbers.
3. Using a hopscotch, have students toss a beanbag and recite the number, then student must hop that number of times to retrieve the beanbag.

Academics

MODULE AREA

TITLE Memory Exercises **LEVEL I, II, III**

Purpose

To give students practice in memory exercises. To reinforce the vocabulary. To increase the understanding of the vocabulary by correctly placing the words in a paragraph.

Procedure

Begin by giving each student several small objects, (pencils, paperclips, rubber bands, crayons, paper). Have the students close their eyes while you name two of the objects. Have them arrange the objects in the same order as they were named. Repeat the exercise, each time increasing in the number of objects.

Divide the class into small groups. Give each group a matching set of vocabulary cards. Each student will turn over two cards, trying to find a pair. If the cards do not match, turn them down again and the next person takes a turn. If the student finds a pair, he keeps them.

Use vocabulary cards and review words that are being taught in this lesson. Have students practice writing the words on the board and at their seats.

Evaluation and Adaptability

The students had fun with these activities. The lesson could be used in a sheltered workshop or group home.

Materials and Supplies

Learning Activities for the Learning Disabled, PP 36-47.

Related Activities

Alphabetical order. The games: Hangman and Password.

Academics

MODULE AREA

TITLE Counting - Motor Skills **LEVEL I**

Purpose

To help students count. To allow for physical activity. To help students with coordination.

Procedure

Explain that the object of the activity is to put the ball in the container on a bounce. Demonstrate. Have the students take turns bouncing the balls in the container. Other students could keep score on the chalkboard.

Example: 𝍸 11 = 7

Keep moving the container and count the balls the students have been able to put in and compare the number with the scorekeeper.

Evaluation and Adaptability

This activity was well received by the students in Level I. It gave them a chance to move around. We really didn't do this with Levels II and III, but many classes wanted to participate. Perhaps 10 minutes at the end of class could be devoted to this activity. Good in the classroom or as an outside activity.

Materials and Supplies

A container about 18" high, with an opening about 12" wide. Tennis balls or small rubber balls the size used for handball.

Related Activities

Practicing writing numbers. Practice counting and some memory skills.

Academics

MODULE AREA

TITLE Basic Reading **LEVEL I, II, III**

Purpose

To create an awareness of simple letters. To increase vocabulary awareness in students. To find out reading readiness of Level I students.

Procedure

Level I:

Trace around figures on the worksheet. Be sure they do the work themselves. Review and give the sound "B" and "C" cards. Show the cards with the words and pictures as a group. Flash cards to individual students (with pictures), then the other side of flashcard (no picture).

If the student cannot get the words, give a short description. Let students who give the correct answers keep the cards. Review cards and see if they can arrange them in alphabetical order.

Level II and III:

Discuss the root of a word. Take the words from the worksheet. Prefix and suffixes can also be discussed.

Evaluation and Adaptability

This lesson could be used in any setting, ABE class, workshop or group home.

Materials and Supplies

Level I worksheet, "B" and "C" flashcards, pencils, worksheet for Levels II and III.

Related Activities

With Level I students, alphabet bingo could be used.

Academics

MODULE AREA

TITLE Thank-you Notes **LEVEL I, II, III**

Purpose

To point out to students that they should try to thank those who give them gifts by writing a proper thank-you note.

Procedure

1. Discuss the reasons for writing thank-you notes.
2. Discuss what should be said in the note.
3. Show the students commercial thank-you notes.
4. Have each student write a thank-you note to a friend, relative or supervisor, thanking him/her for a gift received for Christmas or other special occasions. Encourage Levels II and III to write their own original note. Level I can trace a dittoed note.
5. Staple note into construction paper for a cover.
6. Students can decorate their cover.

Note: This lesson can be used to write requests for continued funding or other necessary supports.

Evaluation and Adaptability

The students wrote very nice notes, with help from teachers with spelling. This lesson can be used in a sheltered workshop, group home and ABE center.

Materials and Supplies

Paper (lined), pencils, construction paper, crayons and stapler.

Related Activities

Practice addressing envelopes.

Academics

MODULE AREA

TITLE Reading a Newspaper **LEVEL I, II, III**

Purpose

To encourage students to express their own views on current events in the news.

Procedure

Pass out *News For You**. Allow students to look through the paper for a few minutes. have students suggest articles or pictures to read and discuss. Level III students enjoy reading articles to the class. Allow them to determine the flow of the discussion. Some Level II students are able to read. The teacher should read and direct questions to Level I students, allowing them to express their thoughts.

The teacher should also read some and direct the discussion.

**News For You* is a low-level reading publication by *New Reader's Press.*

Evaluation and Adaptability

News For You is written on a 4th grade level so students feel successful in reading and understanding the articles. Level I students especially enjoy discussing the pictures and having the articles read to them. They are very interested in current events and this may be the only time someone will read a newspaper to them. The newspaper could be used in an ABE center, group home, and sheltered workshop.

Materials and Supplies

News For You.

Related Activities

Have a current events bulletin board. Students can bring articles from city newspapers and present these to the class. This activity encourages students to read their own daily paper. Students who can't read will also bring in articles with pictures and want to learn about them.

Academics

MODULE AREA

TITLE Math - Use of Measuring Utensils **LEVEL II, III**

Purpose

Practice using measuring utensils while recalling fractions.

Procedure

Write abbreviations on the board: C = cup, T = tablespoon, t = teaspoon.

Explain and demonstrate measuring utensils:
Cups = 1/4, 1/3, 1/2, 1
Spoons = 1/4, 1/3, 1/2, 1t 1T
Explain exact measuring. Let students participate in measuring ingredients. Show real ingredents, but first use sand in simulation (later on, work with real ingredients).

Explain heaping tablespoon, etc. Give problems to individual students — such as measure 2 cups. Have someone else come up and add 2T, another student could add 1/2 cup, then 1t, etc. Give each student a chance to participate.

Discuss what could happen if a student didn't measure a recipe exactly. Have students make and serve their own Kool-Aid after they have read directions on the package. Other foods that are more nutritious, could be selected.

Evaluation and Adaptability

Good in workshops and group homes. Practice measuring to help with fractions in an ABE center.

Materials and Supplies

Measuring utensils, Kool-Aid or other food products, cups, sugar, measuring spoons, pitchers, bowls, long-handled spoons.

Related Activities

Making other foods, cupcakes, etc.

Academic

MODULE AREA

TITLE Memory Exercise — Cut-ups **LEVEL I**

Purpose

To exercise students' memory ability, by having them select a picture, cut it up, and put is back together.

Procedure

Cut photographs of people or large objects from magazines. Have students glue them on cardboard or tagboard. The pictures can be laminated. Take each picture and cut into pieces. The easiest puzzles should have only a few pieces. Students can put together their puzzle, then trade with someone else.

Evaluation and Adaptability

Enjoyable activity for lower functioning students. This could be used in a group home and sheltered workshop.

Materials and Supplies

Learning Activites for the Learning Disabled.
Many magazines that can be cut.

Related Activities

Take snapshots of your students. Laminate the photograph and then cut to make puzzles. Give each student his photograph puzzle. Then they can put together their own picture. Make it a secret. Don't tell each student that it is a picture of himself.

Academics

MODULE AREA

TITLE Picture Sequence **LEVEL I**

Purpose

To see if students can put pictures or parts of pictures in sequential order.

Procedure

Explain the following process to students. Paste colored pictures, usually found in magazines on a piece of tagboard. Draw lines across the tagboard (usually 1½" or wider, depending on the ability of the students). Have students cut striaght across the lines they have drawn. Ask them to take a good look at their picture before they cut. After cutting, have the students turn all the pieces over and put them in order. Turn the pieces over again. If all the numbers are in order the picture is correct. Then have students put the numbers in order; check by looking at the picture. Exchange sequence pictures among the students.

1
2
3
4
5
6

Picture is on the other side

Evaluation and Adaptability

This lesson worked well with Level I. Many of the students, in the higher levels aren't too happy with cutting and pasting. We try to present these activities in a non-school like fashion. Our group homes enjoyed using pictures of famous athletes. Students would guess who the person is when the sequence is completed. We had students in the ABE center who were on a low level and probably would have enjoyed this activity. This could be used in a sheltered workshop with a low level student.

Materials and Supplies

Pictures about 10" long or 10" wide, tagboard and glue, scissors, ruler and pencil.

Related Activities

Using magazine pictures, have students paste an interesting picture to tagboard. Draw lines and cut apart for puzzles.

Academics

MODULE AREA

TITLE Money Values **LEVEL I, II, III**

Purpose

To help students learn the value of money, (Level I). To continue to emphasize precautions on buying (Level II, III).

Procedure

Level I

1. Give each student $1, $5, $10, $20 and have them place the bills in order of monetary value (low-high).
2. Give each student 1¢, 5¢, 10¢, 25¢ and 50¢ and have them place coins in order of money value (low-high).
3. Using coins and bills, have students show amounts of money, such as $1.05, $5.10, $10.50, $20.25.
4. Have pictures with the cost written on them such as candy bar, 20¢. Using the money, have students show the correct amount.

Level II and III

Use *Project REAL Consumer Economics Activity Book.* Review story, page 47.

Give each student a worksheet with Activities II and III. Put a puzzle on the board so each student will have a chance to fill the letters.

Also, the words with suffixes can be written on the board.

Emphasize the importance of the decimal point.

Evaluation and Adaptability

Interesting lesson. Fun to teach. This lesson can be used in any setting, ABE classroom, sheltered workshop or group home.

Materials and Supplies

Project REAL Books, worksheets, pencils, pictures and prices, paper bills and coins.

Related Activities

Dictate amount of money, have students write them such as: $1.25, 35¢ and $2.63.

Academics

MODULE AREA

TITLE **Math — Making Purchases and Calculating Change** **LEVEL I, II, III**

Purpose

To give students practice in working with money, and shopping for values.

Procedure

We have large classes, so we divided the class into 3 or 4 groups. If possible, have one student who can read and add in each group. Have some supermarket advertisements or actual groceries with prices. Give the students $10.00 in play money to spend for groceries. They are to select from the newspaper or actual groceries an amount not to exceed $10.00. Have them add up the prices and figure the correct change. One student can be the cashier and can give the correct change. Repeat the lesson using a different amount of money.

Level II and II students should also look at what kinds of food they purchased. Were they nutritional? $10.00 might not be enough with the continued rise of inflation.

Evaluation and Adaptability

This lesson works as long as you have a few students in the class that can read and do basic adding and subtracting. This lesson would work well in all three settings. It would especially work in a group home, if students could be permitted to help purchase groceries.

Materials and Supplies

Learning Information For Effective Living. Grocery advertisements or grocery products with the prices on them.

Related Activities

When a cooking lesson is planned, let the students make a list of groceries that are needed. Arrange to take a small group of students to the grocery store. Let them make purchases. A certain limit can be set on the amount of money being spent. Christmas shopping can be done by following the same procedure using catalogues or department store advertisements.

Academics

MODULE AREA

TITLE **Math — Bingo** **LEVEL I, II, III**

Purpose

Identify numerals 1 - 9.

Procedure

Use flashcards to review number names. Distribute a game board and number cutout sheet to each client. Have clients cut out number squares and paste randomly on game board. Explain the rules for bingo. Play a variety of ways, example: three in a row, four corners, cover all, etc.

Note: 1. Gameboards can be made out of oaktag, cardboard, or paper that has been laminated.

2. There are any number of objects that can be used as tokens or markers including buttons, seeds, corn.

Evaluation and Adaptability

Level I enjoys this activity very much. They try very hard to be neat and take pride in the finished product. I've seen progress in their ability to follow directions and respond in class. The activity can be used in any setting.

Materials and Supplies

Number cutout sheet. Bingo game boards, markers, scissors, paste, and number flashcards.

Related Activities

We have used this method of making bingo boards with lessons on warning signs and traffic signs.

Academics

MODULE AREA

TITLE **A Typewriter and It's Parts** **LEVEL II, III**

Purpose

To teach students about the different kinds of typewriters. To show students how the alphabet, numbers and punctuations are used to convey a message.

Procedure

Explain to students that this lesson will be dealing with a typewriter. Ask the class how many of them know what a typewriter is — if no one knows., give them a definition of a typewriter.

Explain that there are three basic kinds of typerwriters: 1.) standard, 2.) electric, and 3.) automatic.

Explain to them that the typewriter you brought to class is the one you will discuss. Make up a word list including names of parts of a typewriter. Write the words from the list on the chalkboard. Drill students with these words and show them where some of the words are located on the typewriter.

Explain to students about the alphabet and numbers, and that the numbers are arranged on the key board in the correct order, but the alphabet is not.

Lower levels: After you have explained and given students a definition of a typewriter, have students arrange the numbers and alphabet in the correct order.

Evaluation and Adaptability

I believe this lesson will be a good reinforcement of the numbers and alphabet. This lesson will give the students a chance to see another way the numbers and alphabet are used.

Materials and Supplies

Typewriter, a typing book (to aid the teacher in explaining some of the basic typing techniques or the typewriter) and a large typewriter keyboard sheet — A word list of parts of the typewriter, example - space bar.

Related Activities

Have students type their names. A film about typewriters.

Academics

MODULE AREA

TITLE **Thermometers** **LEVEL I, II, III**

Purpose

To help students learn to read a thermometer. To teach students the vocabulary used when talking about temperature.

Procedure

Discuss: What is a thermometer? Where might a person see a thermometer? What do thermometers measure? With what symbol do we express temperature? Write degree and the symbol (°) for degree.

Level I — Give each student a worksheet of an outdoor thermometer. Read the numbers on the symbol for degree. Talk about the red or silver substance (mercury) in a thermometer. Let them take a red crayon and mark a temperature. Discuss how high the temperature goes on this thermometer and what happens when the temperature is below 0° or 32°(F).

Level II and III—They can also do the same exercise however, they can also discuss the smaller unit lines between 0 and 10. Celsius scale and fahrenheit scale can also be discussed.

Evaluation and Adaptability

This lesson could be used in a group home, workshop, or ABE center.

Materials and Supplies

Worksheet, different kinds of thermometers, if available, such as: oven, body temperature, outdoor, indoor, and thermostats (furnace, car, etc.)

Related Activities

Taking your blood pressure .

Communications

MODULE AREA

TITLE **Interpersonal and Social Beginning Skills** LEVEL I, II, III

Purpose

To help students understand the importance of communication in our society, to explain non-verbal communication (body language).

Procedure

Begin by asking students to imagine they lived in a stange land where everyone spoke a different language and no one made an effort to learn the other's language. How would they attempt to communicate? Show pictures of models expressing various emotions through facial expressions and body language. Give examples of non-verbal cues — such as surprise, boredom, anger, happiness, restlessness, disgust, etc. Have students show these emotions through non-verbal communication.

Evaluation and Adaptability

Good to use in a sheltered workshop or group home.

Materials and Supplies

Magazine pictures showing various emotions through facial expressions and body language.

Related Activities

Discuss each students non-verbal cues. Have each watch themselves in a mirror as they speak.

Communications

MODULE AREA

TITLE **Interpersonal and Social Skills** LEVEL I, II, III

Purpose

To make students aware of communicative controls.

Procedure

Explain the rules and procedure of this game. The group will choose someone to think of an object. 1) Students must be recognized by the teacher before they may ask a question about the object. 2) Students may only ask three questions during a turn. 3) Students may only have one guess during a turn. 4) The one who guesses correctly, wins.

Evaluation and Adaptability

This would work best in a sheltered workshop or group home.

Materials and Supplies

Related Activities

For more practice in social communications, role play socially acceptable ways of expressing a compliment, asking for help, expressing anger, responding to praise, apologizing, and responding to failure.

53

Communications

MODULE AREA

TITLE **Using Radios, CB or Walkie Talkies as Means of Communicating** LEVEL I, II, III

Purpose

To familiarize students with communication devices not used in everyday life.

Procedure

Discuss why these are used. Give examples, such as police radios, truckers' CB. Explain what the knobs and switches are for, and that the channels are used much like those for TV stations. Go over some of the terminology commonly used, then let the students practice. Perhaps, if there are two receivers used, one student can go in the other room to see if they can use them properly. Discuss emergency procedures and then role-play.

Evaluation and Adaptability

This lesson was especially fun. Many of the students were familiar with, or owned CB radios. They also enjoyed using the codes and "handles" so often used with these radios. This lesson could be used in an ABE center, group home or workshop setting.

Materials and Supplies

Ham Radio, CB and/or a set of Walkie Talkies.

Related Activities

A crossword puzzle could be composed using the terminology. Games like hangman could also be used.

Communications

MODULE AREA

TITLE **C. B. Radio** LEVEL I, II, III

Purpose

Many students own and communicate on CB radios. This lesson will give these students a chance to talk about their experiences. It will also introduce this means of communication to those not familiar with CB radios.

Procedure

Bring in a CB radio. Discuss the parts of the radio: volume, on-off switch, channel selector, antenna, microphone. Demonstrate how to talk on a CB. First select a channel, turn it on, hold microphone to mouth press button on microphone and say, "Break channel, (number)." There are rules that CB users should follow. Discuss these: 1) License — Obtain from stores selling CB equipment or write FCC office. There is no written test, just an application to fill out. 2) When talking on CB, use call sign found on license. 3) In the State of Ohio use channel 9 for emergency only. 4) No profane or obsene language. 5) Limit conversation to 5 minutes. After a conversation, wait 1 minute before contacting someone else.

Evaluation and Adaptability

This is a good discussion lesson for a group home, sheltered workshop or ABE center.

Materials and Supplies

C. B. Radio, Rules & Regulations.

Related Activities

1) Learn some CB terms such as handle-names, smokey-police, roger-I acknowledge, ten-four-yes, 10-36-correct time is. 2) Discuss reasons why people use CB's.

Communications

MODULE AREA

TITLE **Typing As Communication** **LEVEL I, II, III**

Purpose

To teach students communication through typing.

Procedure

Explain to students that they will do some typing in this lesson. After reviewing the keyboard with students, show the students the typing position, emphasizing the importance of using the correct finger for each key. The teacher may want to drill on this for a while. Demonstrate for the students how: 1) to put the paper into the typewriter; 2) to remove the paper. Let the students practice typing their names and let them use the correcting paper or liquid paper to correct mistakes. See how many lower level students are able to find the letters in their name on the typewriter. A card with the student's name on it may be placed close by to help the student find the letters. They can type their name after they have found all the letters.

Evaluation and Adaptability

This lesson is not intended to be a course in typing, but to give students a brief introduction to typing. It would be good for ABE centers, group homes and workshops.

Materials and Supplies

Typewriter, typing paper, keyboard sheet, error correcting paper, a bottle of liquid paper, typing book and anything else that is useful.

Related Activities

A film about the history of the typewriter and its inventor. Show students how much typing plays a part in educational materials, advertising, news, etc.

Communications

MODULE AREA

TITLE **Using the Newspaper** **LEVEL II, III**

Purpose

To help students understand advertising found in newspapers. To help students recognize a sale item and a regular priced item, when shown in an advertisement.

Procedure

Pass out advertisements for restaurants, (noting prices of dinners). Ask students if they can cook a meal cheaper at home. Why might we go to a restaurant to eat? Name advantages and disadvantages. Pass out advertisements for grocery stores. Using sale items, ask students to put together several meals. Let students relate their own experiences about shopping for food. Discuss the use of cents-off coupons. Explain how they are used.

Evaluation and Adaptability

This lesson was interesting and fun when presented in a sheltered workshop. It could easily be done in a group home. In an ABE center the advertisements will provide many opportunities to use reading and math skills.

Materials and Supplies

Newspaper advertisements for restaurants and grocery stores.

Related Activities

Visit a restaurant and order a meal. Shop for the same items at a grocery store and prepare the same meal. Compare prices. Compare menus from many different restaurants.

Communications

MODULE AREA

TITLE **Make-up of a Newspaper** **LEVEL II, III**

Purpose

Get students interested in using the newspaper. Call attention to the many different jobs found at a newspaper.

Procedure

Discuss the people it takes to put a newspaper together. Example — editors, police reporters, sports writers, cartoonists, proof readers, columnists, pressmen, circulation departments, etc. Questions to ask: 1) Which part of the newspaper do you like? 2) What part is most helpful to your family? 3) How do newspapers make money? 4) Where can it be purchased? How much does a daily or Sunday paper cost? 5) Who do you pay when the paper is delivered? 6) How do you start home delivery? 7) How do you stop delivery to your home for a short time?

Evaluation and Adaptability

This lesson went well in a sheltered workshop. It would also work for a group home. The newspaper should be a very valuable tool for the ABE class.

Materials and Supplies

Chalkboard on which to list jobs.

Related Activities

Go to a newspaper as a field trip.

Communications

MODULE AREA

TITLE **Reading the Newspaper** **LEVEL I, II, III**

Purpose

To encourage students to take a greater interest in the newspaper. To encourage students to read. To help those who don't read to interpret pictures.

Procedure

Discuss several different newspapers that students may read. What are the sections that interest them? Help the students become familiar with special features of local importance, such as; births, deaths, marriages and divorces.

Locate and discuss:

Editorials	Help Wanted
Real Estate	Horoscope
Society	Movies
TV and Radio	Obituaries
Weather	Sports
Recipes	Featured Writers
Advertising	

Evaluation and Adaptability

The newspaper has been used successfully in the sheltered workshop many times. It is an excellent tool for a group home. In an ABE center the newspaper can be used for reading and math lessons and to bring students into closer contact with community affairs.

Materials and Supplies

Have available several different newspapers.

Related Activities

Use ads for lessons on buying and selling. Set up math problems using newspaper information. Fill out applications for a job. Sell something through the want ads.

Communications

MODULE AREA

TITLE **Using the Telephone** LEVEL II, III

Purpose

To give students practice in placing a telephone call and answering a call. To emphasize using good telephone manners.

Procedure

Set up the teletrainer from Ohio Bell. This contains two desk telephones that are connected to a control unit. This unit has a button for the busy signal, dial tone, and a button to ring each of the telephones. Explain the teletrainer and show how it works. Let students hear the busy signal and dial tone and see if they can recognize the sounds. Discuss how to place a call: 1) listen for a dial tone; 2) dial correctly; 3) let other phone ring ten (10) times before hanging up; 4) when someone answers, identify yourself; 5) if you reach the wrong number, tell the person you are sorry; 6) if you are answered by automatic answering service, listen to recorded message; 7) busy signal — wait five minutes before calling again. Practice making calls. Then practice how to answer a call.

Evaluation and Adaptability

The teletrainer is an excellent method to use for teaching the use of the telephone. The teletrainer works well with a group, but would be very effective to use on a one-to-one basis in any setting. The teletrainer can be borrowed from Ohio Bell.

Materials and Supplies

Teletrainer.

Related Activities

Divide the class into two groups. If possible, separate the group with a partition. Each group is given a telephone connected to the control unit. They can take turns making calls to each other. Students enjoy just making personal calls, but long distance calls, crank calls, wrong numbers, and emergency calls can be practiced.

Communications

MODULE AREA

TITLE **Television Viewing** LEVEL I, II, III

Purpose

To teach students that there are different kinds of television programs and to be selective about the shows they watch.

Procedure

Ask the students to name their favorite television show. Explain that there are different kinds of programs. Help them to name examples for each of the following types of shows.

1. Documentary
2. Children's programs
3. Game
4. Dramatic
5. Variety
6. Quiz
7. Musical
8. Educational
9. Cartoon
10. Seasonal or special
11. Police or detective
12. Sports
13. Soap operas
14. Situation comedies
15. Talk

Emphasizing being selective about the type of programs the student watches. Name some historic events that they saw on television, such as, the first man on the moon, funeral of JFK, and olympic games.

Evaluation and Adaptability

Good discussion lesson because it is a familiar topic for many people. Generally would be used in a sheltered workshop or group home. However, a special show or special event such as Olympic Games could be discussed in an ABE center. Could be used for any ABE class especially for parents who wish to be selective about their children's TV.

Materials and Supplies

Possibly a TV Guide or newspaper.

Related Activities

For groups that can read, teach how to read a TV Guide. Discuss television commercials and how they influence people. Play some of the game shows; The Price is Right, Password, Tic Tac Dough.

Communications

MODULE AREA

TITLE **Addressing Envelopes for Christmas Cards** LEVEL II, III

Purpose

To be able to address an envelope correctly.

Procedure

Review addressing envelopes using, return addresses, complete addresses, stamps; show examples. Discuss abbreviations — Mrs., Mr., P.O. Box, St., etc. Discuss the importance of a zip code. Practice writing addresses on paper cut the size of envelopes. Stress the need to address envelopes correctly. Each student can begin making a Christmas card list, using a telephone directory to get addresses.

A variation could apply when letters are addressed to Senators or Congressman in support of certain issues, i.e., ABE funding, etc.

Evaluation and Adaptability

Most level III students did very well. It may be necessary to line some envelopes as some students tend to write too large. This activity would work well in a workshop, group home, or ABE center.

Materials and Supplies

Paper, pencils, telephone books, envelopes and examples of properly addressed envelopes.

Related Activities

Students have already worked on writing their own address and alphabetical order. This activity could be used for Valentine's Day, get well cards, if a class member is ill, or other events.

Communications

MODULE AREA

TITLE **Signs — Survival Words** LEVEL I, II, III

Purpose

To introduce signs that students need to know and to stimulate interest in reading.

Procedure

1) Discuss how signs communicate a warning, direction, command, etc. 2)What can happen if you ignore signs? (walk into the wrong restroom, get arrested, possibly endanger your life). 3) Show signs. They are clearly written, short and to the point, often with all capital letters. 4) Some signs have only pictures; some are recognized by their shapes. Where have students seen these? 5) Read signs to students, then play drill games or role play.

Evaluation and Adaptability

Our students enjoy lessons involving signs and survival words. This lesson needs to be repeated often. The activity can be used in a sheltered workshop, group home and ABE center.

Materials and Supplies

Make or purchase cardboard signs.

Related Activities

Look through magazines for signs. Demonstrate how umpires in sports use signs to tell the crowd what happened.

Communications

MODULE AREA

TITLE **Understanding Communications** **LEVEL I, II, III**

Purpose

To help students understand communications. To present as many types of communication as possible in a general way and some forms in a more specific way.

Procedure

Give the definition of communicate (to send messages or exchange messages or information). Begin the lesson by showing a telephone and ask how it could be used to communicate. Allow students to relate their own experiences. Present the following list of ways the world communicates:

Letters	Pony express	Telegram
Newspapers	Radio	Smoke signals
Advertising	Morse Code	Megaphone
Satellites	Sign language	Siren
Television	Drums	Braille
Fire alarm	Magazines	Short wave radio
Body language		Transatlantic cable

Evaluation and Adaptability

This lesson went well in the sheltered workshops. It can easily be adapted to a group home situation. An ABE center can certainly use letter writing and other forms of communication to good advantage.

Materials and Supplies

Have as many of the sources of communication on hand as possible to better demonstrate the lesson.

Related Activities

Write letters, read newspapers, review television programs, teach common words used in sign language. Play games such as; "When Dad goes to Washington, how will he communicate with his home?" (Role play using body language.)

Communications

MODULE AREA

TITLE **"No Man is an Island," "We all Need Each Other," and "People Need People"** **LEVEL II, III**

Purpose

To point out to students how often they must communicate with others. To show them that their attitudes can have an effect on people around them.

Procedure

Discussion — "No Man is an Island." (We got into a discussion of Gilligan's Island on TV). We thought of the song "People Who Need People" and traced a circle in the middle of our papers and printed our names in the middle. Then, each in his own way, wrote the names of people with whom he had communicated that day. The teacher helped with spelling. It would be good to discuss the way we greet people each day and the effect that greeting has on others. A good example of this is a mother greeting her family early in the morning. What she says and how she says it could set the mood for the whole family.

Evaluation and Adaptability

We choose this activity not because it is such a great lesson, but because the students responded so well to it. For Level I, teachers can draw a circle on the board. Students can print their names in the center. Students can tell who they have talked to that day. This is sort of their profile. Good for classroom because you need a writing surface. Could be used in an ABE setting with students who are not sure where they can get help or who they can turn to.

Materials and Supplies

We saw the word bullseye in a book and from that word this lesson evolved. Paper and pencil for Levels II, III, chalkboard, chalk and name cards for Level I.

Related Activities

Cut pictures from magazines of people interacting with each other (discuss). Have students or teachers bring in pictures and have them decide what might be happening in the pictures.

Consumer Economics

MODULE AREA

TITLE Using a Catalogue **LEVEL I, II, III**

Purpose

To acquaint the students with alternative ways to shop.

Procedure

In working with Level II and III, pass out catalogues to the students. Let them browse through, looking for clothing they would like to buy. When they decide on the merchandise, help them fill out the order blanks. Be sure the personal information is correct, such as size, price, and color. Allow Level I students to also look through the catalogues, giving them items to look for.

Use a variety of catalogues — not just for clothing. Use order blank copies to have each student check for different types of items they may be ordering.

Include letter type orders for highest level.

Evaluation and Adaptability

This lesson could be used in a group home or workshop setting.

Materials and Supplies

Catalogues from various department stores, such as Sears, Montgomery Wards and J. C. Penney. Hypothetical situations, i.e., redoing a class room, making use of office and school catalogues.

Related Activities

Level I students could make a collage with pictures from the catalogues. In a workshop or group home setting lower level students like to work with the same materials as higher level thus, the collage idea.

Consumer Economics

MODULE AREA

TITLE Discount Prices **LEVEL II, III**

Purpose

To teach clients about discount buying, unit pricing and figuring discounts.

Procedure

Discuss shopping. Choose a number of items (food, clothing, etc.) and compare the regular prices to discount prices. When discussing food items, it is important to point out the advantage or disadvantage of unit price buying. Discuss items reduced for sale 20%, 30%, etc. Discuss price tickets. Explain how tickets are marked for discounts. Give clients math problems to figure the price of each item if sold 3/$.89, 5/$1.00, etc.

With lower level the above lesson may be used for discussion, but the math part could be omitted. Use catalogues and encourage clients to talk about items in the pictures. Discuss the color and cost, and the value of seasonal sales.

Evaluation and Adaptability

This lesson is appropriate for group homes, ABE centers and workshops.

Materials and Supplies

Catalogues (J. C. Penney, Sears, etc.) used price tag tickets or sale tickets. *Cambridge Real Life Skills* has consumer education exercise and accompanying transparencies and masters, also lower level material.

Related Activities

A field trip to a department store to purchase items at discount prices. A field trip to a thrift store or supermarket.

Consumer Economics

MODULE AREA

TITLE **Returning Items to the Store of Purchase** **LEVEL I, II, III**

Purpose

To give students confidence in themselves. To help protect themselves as consumers against poor quality goods. To help students spend their money prudently.

Procedure

Discuss with students situations in which they have been involved concerning the returning of defective merchandise to a store. Explain warranties and guarantees. Discuss the policies different stores may have about returns for a wrong size or gifts.

1. Some stores never return cash for gifts but give due-bills.
2. If an item has been paid for by check or travelers check, the store may send a refund check in the mail once the original check has been cleared at the bank.
3. Some stores never refund cash once a purchase has been made.
4. You usually need a sales slip to return goods.
5. Many stores refund money and make exchanges cheerfully.

Role play returning unwanted merchandise assigning various roles. Make sure students know why they are returning the merchandise.

Evaluation and Adaptability

This lesson went very well in the workshop. Students were anxious to share their experiences — both good and bad. This lesson can be used in a sheltered workshop or group home. In an ABE setting, it could be related to reading and math. It would make a good field trip.

Note: If teachers or aides are not available for field trips of this nature, consider using other students who may have taken an interest in an individual or volunteers from the community. Sometimes, civic organizations have volunteers who wish to help.

Materials and Supplies

List of unused items that might be taken back to a store, especially used items that students feel would not hold up.

Related Activities

1. Make change.
2. Writing sales slips for practice.
3. Use sales slips from your community to explain what all the numbers mean.
4. Take a field trip to a department store.
   a. make a purchase.
   b. put something in layaway.
   c. order items from a catalogue.
   d. have lunch in the store's restaurant.

Consumer Economics

MODULE AREA

TITLE **Counting Change** **LEVEL II, III**

Purpose

To give students practice in counting money and in stressing counting patterns.

Procedure

Teacher and students should be seated around a table. Start with quarters and count the "pattern" — .25, .50, .75, 1.00, 1.25 etc.

Each person gets a chance to count some quarters by pattern, until his/her confidence is built.

Go on to dimes and nickels. Try mixtures of change using counting patterns.

Write on chalkboard an amount of money ($1.65), and have the students count change to that amount.

Emphasize patterns. You may want students to write down patterns.

Evaluation and Adaptability

This activity can be used in Group Homes, ABE centers and sheltered workshops. Our students worked very seriously at this activity and enjoyed it.

Materials and Supplies

Chalkboard, chalk, money, paper and pencil.

Related Activities

Use newspaper advertisments for students to use as shopping guides. They can count out change for products they pretend to buy.

Consumer Economics

MODULE AREA

TITLE **Department Store Shopping** **LEVEL I, II, III**

Purpose

To build an oral and written vocabulary needed to shop in department stores and understand how department stores are organized.

Procedure

Review meaning of the term department store. Explain that the store is broken up in departments to make it easier for shoppers to find items they want. Express the importance of knowing the names of departments, and of having an idea of what items are available in each.

Define notions department, etc. Discuss the differences in Juniors, Misses, Petite, etc. List departments on the board or use word cards. Discuss items in each department as you go on. Pass out flyers. Continue discussing in which departments items would be found. Play a game: have a student pretend he is buying merchandise he sees in the flyer. Class concludes which department he should go to find the item.

Variation: A student thinks of an item to buy. He tells the class the department in which it is found. The class tries to guess what the item is. The student gives a clue after every incorrect guess. The person who guesses correct gets to choose the next unknown item.

Evaluation and Adaptability

All levels enjoyed this lesson. Levels II & III particularly liked the guessing game and became quite skillful in giving clues that were appropriate. This activity allowed us to assess the students' consumer skills and their shopping experiences. This lesson can be used in all three settings.

Materials and Supplies

Newspaper flyers, tagboard printed with possible department names, chalkboard and chalk.

Related Activities

Take a trip to a department store. Read the signs above each department. Ask store manager if students can "pretend" shop. Send two students after a product. Have them use their knowledge of departments to find product quickly Time them as a game.

Consumer Economics

MODULE AREA

TITLE **Wrapping Packages for Mailing and Gift Giving** **LEVEL I, II, III**

Purpose

To show students how easy it can be to keep in touch with someone by using the mail. To bring students in touch with mail services, its changing laws and regulations.

Procedure

Check with local post office for changes in package wrapping. Bring in boxes and all materials so that students can practice.

Demonstrate the proper way to wrap a package for mailing. Stress that string, scotch tape and masking tape are no longer accepted by the post office, only filament strapping tape. Show how to use a sturdy mailing envelope (it is much cheaper than using a box).

Show what a mailer box is and how convenient it is to use. We showed the students how to use a brown paper bag to wrap packages. We tried to stress the importance of saving paper for wrapping gifts (wrapping paper has become so expensive). We showed the highest level students how to iron gift wrap to use again. We divided the class into groups and let each group wrap and address a package.

Later in the class we discussed the proper envelope size for mailing. We used different sizes and let students pick out the correct sizes mandated by the post office.

Evaluation and Adaptability

This was a very good lesson. It could be used in any setting. The students responded well to it. We discussed U.P.S. and Greyhound mailing service as well as the post office. Afterwards, students came up to us to tell us how they had wrapped their Christmas gifts.

Materials and Supplies

Brown wrapping paper, filament strapping tape for wrapping packages, labels for addressing. Other types of wrapping paper and scotch tape.

Related Activities

Visit the post office. Obtain a scale for weighing small packages and letters. Have students address envelopes for practice (use paper cut to envelope size). Have students bring in different kinds of stamps. Study the picture and cost of each. Go into all the services of the post office. Show a film on the post office.

Consumer Economics

MODULE AREA

TITLE **Using Labels** LEVEL II, III

Purpose

To teach students to use labels as a source of information by locating brand names, prices, and size on grocery products.

Procedure

Give each student a worksheet with the name of 10 grocery products. Depending on the ability of the class there are two ways this lesson can be handled. Take one product at a time. Have one student find the name brand, the price and the size. Then everyone records this information together. If you have a class where everyone can read, pass around the products and let students record the information themselves.

For lowest, level:

1. Labels would have to be very simple and accompanied by pictures, i.e. tomatoes and pears, peaches, etc. Take just a few basic items.
2. Use labels for medicine chest items, aspirin, alcohol, a very limited number of items.
3. Discuss with students what they's like to have labeled. Make list.
4. Have the students cut out pictures of things to be labeled — supermarket items, drugstore items, etc.

Evaluation and Adaptability

This seems to work best with higher level students. It was not as difficult for them to record the information. The lesson is suitable for a group or sheltered workshop. ABE center students could use this as a reading and math lesson as well; it is very adaptable.

Materials and Supplies

Learning Information for Effective Living. Labels, scissors, paste, paper, worksheets and 10 grocery products with labels and prices.

Related Activities

Locate other information included on labels: nutrition information per serving, percentage of recommended daily allowance and ingredients. You might want to spend some time on abbreviations since many are used on labels.

Consumer Economics

MODULE AREA

TITLE **Banking** LEVEL I

Purpose

To teach students how to cash their paychecks.

Procedure

Let students tell about experiences they have had going to the bank. Ask students if they know what a bank teller does. Give each student a simulated paycheck, with their name and an amount filled in. Let each student endorse their check and then take it to the teller (teacher).

Give each student play money for the amount of the check. Have each student tell what they think they could buy with that amount of money.

This lesson could also be tied in with the various jobs in a bank, i.e. manager, teller, security officer, etc.

Students could also practice making deposits in a savings account or a checking account.

Evaluation and Adaptability

This will work best at a sheltered workshop or group home, but could be adapted to an ABE center.

Materials and Supplies

Simulate teller's cage—play money, passbook and deposit slips, etc.

Related Activities

Visit a bank, movie, role playing.

63

Consumer Economics

MODULE AREA

TITLE **Making Pudding/Jello** LEVEL I, II, III

Purpose

To compare prices of making instant pudding to regular pudding.

Procedure

St. Patrick's Day — discuss the history and meaning of St. Patrick's Day.

Make pistachio pudding or lime jello. Explain the tradition of green on St. Patrick's Day. Follow directions on the package. Discuss prices.

As simple as this lesson is, it can be used to stress measuring, reading and following directions, and cooperation between individuals. It can also develop a sense of accomplishment for individuals who never tried any kitchen experiences.

Evaluation and Adaptability

This lesson could be done in any setting — ABE classroom, sheltered workshop or group home providing a stove or refrigerator is accessible.

Materials and Supplies

Pudding, or Jello mix, milk, cups, spoons, mixing bowls and measuring cups.

Related Activities

Consumer Economics

MODULE AREA

TITLE **Making a Product to Sell** LEVEL I, II, III

Purpose

To give students the chance to make a product and sell it. To teach the students about profit.

Procedure

List on the chalkboard ingredients needed for chocolate chip cookies. Some students made the slice and bake recipe, while others followed a recipe. If possible, take a small group of students to the grocery store to buy the ingredients. Keep a copy of the grocery slip. In order to make a profit let the students decide how much they will charge for cookies. Make cookies in the home living area and sell them during break time or any time that is convenient. Let one or two responsible students act as cashiers. They should also keep a record of money spent and profit made. The profit can be used for a consumer project next month.

Telling time for the baking process should be added for one or two students. Math may have to be included if a recipe is doubled.

Evaluation and Adaptability

The students enjoyed buying as well as making the items to sell.

This activity would work best in a sheltered workshop, but could be done in a group home. Most ABE centers are not equipped with a kitchen, but many do maintain a coffee fund. A student could keep a record of the profit from this fund and be responsible for buying the supplies.

Materials and Supplies

The workshop set up a cooking fund. Some of the products in the Home Living Area were sold so the students could contribute to the fund.

Related Activities

Other items that can be sold are popcorn, ice cream cones, punch or lemonade, brownies and cupcakes.

Make a recipe file of all the recipes used in ABE class.

have a small group of students plan and prepare a lunch.

Consumer Economics
MODULE AREA

TITLE Commercial Advertising **LEVEL I, II, III**

Purpose

To show students how commercials have an effect on them. To help them decide what is a good reason for buying a product.

Procedure

Review familiar commercials with the students. Give them the first few words and see if they can finish the jingle. Ex. "Who's got the best darn burger in the whole wide world". They answer, (get students to sing along — "Burger King and I". Discuss the effect the commercial has upon us. Would we buy the product? Why? Make up a commercial to advertise products or services performed in the workshop. Record the commercial allowing the students to do the talking.

Evaluation and Adaptability

This lesson was especially enjoyable for the students and could be used in any setting.

Materials and Supplies

List of well known commercials, cassette recorder, cassette.

Related Activities

An enjoyable game: record the themes from popular T.V. shows and have the students guess the show, i.e. — Theme for Johnny Carson Show, etc.

Family Living and Personal Care
MODULE AREA

TITLE Mending Clothes With Needle and Thread **LEVEL I, II, III**

Purpose

To teach students how to repair some of the small things that happen to their clothes. To replace buttons and hems.

Procedure

Discuss the purpose of mending clothes. Ask students how many of them mend their own clothes. Explain to students that it doesn't matter whether you are a man or a woman, it would be good to be able to do these tasks yourself. Show students materials you have brought to class. Explain to them how the different items are used. Give students pieces of fabric, shirt halves and sleeves, (Ex: from one shirt remove both sleeves, cut shirt straight through from the neck to the shirt tail, you should have a front and back). Cut fabric (¼ yd.) into as many pieces as you can get to practice hemming. Remove all buttons from shirts and skirts. Ask them to try to match buttons with the type of fabric they have. Show students how to use a tape measure and pins when hemming. Have students practice sewing buttons on skirts, on shirt fronts and cuffs.

Lower Levels: If unable to do the above lesson, have them try to thread a needle, or show them where finger thimbles are placed. Choose 10 buttons from the button box and have students name the color of each button and count the number of holes in each button. Give students a button to trace on paper.

Evaluation and Adaptability

This lesson could be taught in a group home, classroom or workshop because materials could be easily moved to each site.

Materials and Supplies

Thimble, thread, needles, tape measures, straight pins, different colored buttons, old long sleeve shirts or blouses, skirts, scissors and ¼ yd. remnants of fabric.

Related Activities

Replacing zippers, sewing torn seams, etc.

Family Living and Personal Care

MODULE AREA

TITLE **Nutrition — The Four Basic Food Groups** **LEVEL I, II, III**

Purpose

To help students select a balanced breakfast, lunch and dinner.

Procedure

Divide a table top into four sections using masking tape or have a table cloth that has been divided into four sections. Label each section with one of the four food groups.

meat	milk
cereal	fruit & vegetables

Have examples (pictures, empty containers, etc.) of groceries, enough to make several meals, placed in correct groups. Have one student select a balanced meal from the four food groups. Let all students decide if they think the items selected would make a nutritious meal.

For higher level students, prices can also be associated so that economics becomes a factor when choosing meals.

Evaluation and Adaptability

All three levels enjoyed this activity, and it could be initiated in any setting.

Materials and Supplies

Masking tape, tablecloth, food or packages, containers food comes in.

Related Activities

Make this a consumer lesson by choosing a student to write the prices of the items on the board. Have the whole class help add up the grocery list prices. Using the play money, have the customer (student) pay the cashier (another student or teacher).

Family Living and Personal Care

MODULE AREA

TITLE **Yearly Check-up** **LEVEL I, II, III**

Purpose

To help students know what to expect during a physical examination. To stress the importance of taking good care of our bodies. To make students aware of the problem of high blood pressure.

Procedure

Ask students if they have a yearly check-up. Discuss the instruments that the doctor or nurse uses and the parts of the body that are checked. Write vocabulary on the board. Later make word cards. Words that need to be included are:

weight	mouth
blood	abdomen
urine specimen	ears
X-rays	eyes
blood pressure	heart

Discuss why it is important to have a check-up and the importance of having blood pressure checked. Give each student a pamphlet from the American Heart Association. Discuss pamphlet with students. They can keep them.

Evaluation and Adaptability

This lesson was interesting for teacher and students. Can be used in any setting.

Materials and Supplies

Pictures of instruments the doctor uses, pamphlets and word cards.

Reference: *Your Yearly Check-up,*
Project Cope,
Providence Adult Education.

Related Activities

Play a password game using the vocabulary words from the lesson.

Family Living and Personal Care

MODULE AREA

TITLE **Preparing Eggs** LEVEL I, II, III

Purpose

To teach the students the nutritional value of eggs. To demonstrate one way eggs can be prepared.

Procedure

Have a discussion, in which food group do eggs belong? Which part is nutritional, the yolk or white? What's their favorite ways to prepare eggs. Peel 4 hard boiled eggs and cut in half. Put egg yolks in small bowl. Put egg whites on plate. Mash egg yolks with a fork. Add 1/2 teaspoon mustard, 2 teaspoons sweet pickle relish and 2 teaspoons mayonnaise. Stir. Put yolk mixture in white and serve.

In hard boiling eggs — added lesson in cooking on kitchen safety can be added.

Evaluation and Adaptability

Enjoyable lesson. Students like to eat food they have prepared. Eggs were not only good to eat, but a nutritional food, also. This lesson would work best with a small group in a Group Home, however, could be adapted to a workshop or an ABE setting.

Materials and Supplies

The Cooking Kit.

Related Activities

In another lesson eggs could be fried, poached, boiled, scrambled, or made into an omelette.

Family Living and Personal Care

MODULE AREA

TITLE **Indoor Safety** LEVEL I, II, III

Purpose

To establish safety rules and practices in the home.

Procedure

1. Explain the objectives of the lesson:
   a. to remember that accidents in the home are unnecessary and avoidable.
   b. to receive a better background on steps to improve unsafe conditions.
2. Using the *Health and Family Living Student Activity Book,* Project REAL Book, Part II, page 13.

   Discuss questions:
   a. Name some things you can do to make your home safer.
   b. Have you ever had accidents happen to you and your family that could have been prevented?
   c. Use True and False questions (pages 13-14) written on the board and discuss. Have students come to the board and write answers.

Evaluation and Adaptability

The students responded very well to this lesson. The topic stimulated discussion. The lesson, as written, could be used in group homes and sheltered workshops. An ABE student could work independently in the activity book.

Materials and Supplies

Supply a copy of the story for each student. The teacher will need, *Health and Family Living, Student Activity Book and Teacher Guidebook,* Project REAL.

Related Activities

Demonstrate safety methods and unsafe conditions if your facility has a Daily Living Center.

Family Living and Personal Care

MODULE AREA

TITLE **Cleanliness and Organization** **LEVEL I, II, III**

Purpose

To teach students to be responsible for taking care of their own room and keeping their personal things clean.

Procedure

Students were divided into groups — men and women. Drawers were prepared for men with clothing suitable for them. Another drawer was prepared with women's clothing. The drawers were cleaned according to instructions given in the Heloise column in the newspaper. She recommends dumping everything out of the drawer. Tap the sides to remove crumbs or dust. Wipe inside of the drawer with a damp cloth. Show the students how to line drawers with shelf paper. The shelf paper is needed to protect clothes and the bottom of the drawer.

Evaluation and Adaptability

Could be used in all settings with all three levels.

Materials and Supplies

A medium size dresser drawer filled with socks, underwear, pajamas, etc.

Related Activities

1. Sewing on buttons.
2. Mending holes or tips in clothing.
3. Mending clothes using iron-on fabric.
4. Demonstrate how to hem clothing.
5. Teach use of sewing machine.
6. Teach students to locate help for repairing a zipper or replacing pant pockets.

Family Living and Personal Care

MODULE AREA

TITLE **Ironing Clothes** **LEVEL I, II, III**

Purpose

To make students aware of differences in fabrics. To help them choose fabrics that need little or no ironing. To demonstrate how appearance can be improved with clean clothes.

Procedure

Have all items ready to demonstrate. Keep items out of sight so the students' attention is not distracted. Present items one at a time.

Instead of stressing ironing, we decided to help students avoid ironing as much as possible. As teachers and working persons, we find that we have very little time for ironing; therefore, we find ourselves selecting no-iron fabrics. We thought the best way to help students was by relating our own experiences in keeping up with the laundry. We wanted to show them the easiest way to look as neat as possible with the least amount of work. Stress the importance of getting clothes out of the dryer as soon as the dryer stops. Fabric softener sometimes helps cut down on ironing. In case a student should have to iron (especially Level III), let them practice putting up and taking down the ironing board. Explain iron settings and any extras the iron may have (steam, spray, etc.) Let the students iron. With Level I stress hanging up clothes to keep them looking as neat as possible.

Evaluation and Adaptability

This lesson went very well. This can be done in the living skills center or in the classroom.

The emphasis should be placed on the selection of fabric in order to avoid ironing as much as possible. If a teacher had enough ABE students interested in a lesson like this an hour on a special day could be set aside for this. An hour a week could be set aside for home economics problems; an aide with home care experience could teach this lesson.

Materials and Supplies

Iron, ironing board, spray starch, spray sizing, sprinkling bottle, pressing cloth or clean linen dishtowel, ironing board pad and cover.

Related Activities

Show Levels II and III how to use spray starch, sizing, scotch guard and pressing cloth.

Family Living and Personal Care

MODULE AREA

TITLE The Family **LEVEL I, II, III**

Purpose

To help students understand the responsibilities of various members of the family, the privileges of family life that can be enjoyed only as a member of a family, and with financial and business matters pertaining to family life.

Procedure

1. Discussion of what a family is. Who or what makes a family unit? Bring out that it takes the cooperation of all members to make a happy family. Children, as well as, adults have responsibilities.
2. Discussion of responsibilities of individual members of the family.
3. Role playing — have students act out or give descriptions of a family member's role or responsibility in a family.
4. Discuss family customs. Have each member of the class tell about some customs in their families.
5. Show pictures of families. Have students discuss what they are doing.
6. Let students discuss their personal responsibilities to the family.
7. If possible, include discussion on the extended family.

Evaluation and Adaptability

This lesson went very well in the sheltered workshop. It would work well in a group home, (stressing their new family life). Might be used for discussion in an ABE center as a topic for breaktime, or bring in a social worker to explain the changing role of the family.

Materials and Supplies

Pictures cut from magazines showing family scenes.

Related Activities

Do a lesson on the changing family. Do a lesson on the changing roles of males and females.

Family Living and Personal Care

MODULE AREA

TITLE Nutrition **LEVEL I, II, III**

Purpose

To help clients with their nutritional needs.

Procedure

Ask students what they know about vitamins. Provide more basic information about vitamins, showing posters with pictures of the four main vitamins. Listed on the back of each poster is information about the purpose of each vitamin. The front of the poster names the vitamin and the source. Stress that we get many more vitamins by eating fresh foods. The next best source is frozen, the last is canned food. Remind students that cooking foods too long can destroy many of the vitamins. Level I students can follow the lesson above and then cut out pictures of food high in vitamins. Later, make a collage.

Evaluation and Adaptability

The lesson went very well. It can be used in a sheltered workshop, group home, and ABE center.

Materials and Supplies

Four posters on Vitamins A, B, C, D.

Related Activities

Bring in samples of foods that students can categorize by high vitamin content. Use the posters for help.

63

Family Living and Personal Care

MODULE AREA

TITLE **Nutrition — Food Groups and Vitamins** LEVEL I, II, III

Purpose

Students will realize that a nutritious, well planned meal is a combination of food from different food groups and vitamin groups.

Procedure

Review the four food groups, vitamins A, B, C, and D and the importance of a balanced meal. Divide the class into groups of 2, 3 or 4 and pass out school lunch menus. Explain that each group will determine whether their assigned day has a nutritious, well balanced lunch. Students will try to categorize* each item on the menu into its food group and vitamin content. Write results and share with the class.

*A colorful picture chart from the health or nutrition book mentioned, can help them in this categorizing procedure. For this they will need the literacy skill of associating the words on the menu to the words, terms, and pictures in the nutrition book or chart.

Evaluation and Adaptability

Level III really enjoyed this activity. They worked well within the group. This lesson would work best if each group had a student that read well and another that could write. This lesson could be used in sheltered workshops (Level III and possibly Level II), ABE centers and group homes.

Materials and Supplies

School menu, paper, pencils, health or nutrition books to be used as references for students. Also free and cheap pamphlets from U.S. Government Consumer Information Publication, Pueblo, Colorado.

Related Activities

Have groups plan a nutritious meal that could be used for a workshop or school. They would write the food group of each item on the menu.

Cut and paste pictures together to create their own menu planning ideas. Level III can also label them.

Family Living and Personal Care

MODULE AREA

TITLE **Body Cleanliness and Nail Care** LEVEL I, II, III

Purpose

To emphasize to students the importance of keeping themselves clean and to demonstrate products that can be used.

Procedure

A. Body Cleanliness

1. Why do we take baths, showers?
   To prevent body odor, remove dirt and to relax. Where do body odors come from? From dirt, perspiration, soiled clothing.
2. Proper way to bathe:
   a. stress washing underarms, neck, back and between toes.
   b. show examples of deodorant soaps and soaps for dry skin.
   c. discuss using body talc to help dry and soothe skin.
3. Deodorants — help to prevent body odor. Have examples of a spray and roll-on.

B. Nail Care

Have students examine their nails. Point out cuticle, hangnails, moons, white spots on nails and dirt underneath nail. Ask a volunteer to have his/her nails cleaned. Demonstrate these tools for nail care:

1. Brush — clean top of nails in small pan of soapy water.
2. Clippers — cut nails.
3. Emeryboard — a nail file to shape nails.
4. Orange stick — clean under nails and push back cuticle (first soak hands).

Evaluation and Adaptability

This is an enjoyable lesson and can be used in any setting. It is surprising the results you will see in the future.

Materials and Supplies

Examples of nail file, deodorant, soaps, nail clippers, orange stick and emeryboard.

Related Activities

Films, addressing hygiene and grooming.

Family Living and Personal Care

MODULE AREA

TITLE Teeth Care **LEVEL I, II, III**

Purpose

To help the clients learn the proper way to care for their teeth.

Procedure

This is basically a lesson to show products that are used to care for teeth. Demonstrate porper brushing with a toothbrush. Have examples of toothbrushes with hard, soft and medium bristles. Bring in toothpastes that are approved by the American Dental Association and show clients the seal on the tube. Demonstrate how to hold dental floss. Give each client a small piece and they can practice flossing between their front teeth. Be prepared for some minor gum bleeding.

Have examples of mouthwash. Some clients will need to know about products for their false teeth. Also emphasize eating foods that are good for teeth and the importance of regular dental check-ups.

Evaluation and Adaptability

Often talking about care of teeth is not as effective as actually brushing with clients everyday. Many of our clients said they took proper care of their teeth, but it was evident that they did not.

This lesson would work well in a Group Home because actual teeth care could be practiced with the clients in their home environment.

Materials and Supplies

American Dental Association has kits that contain toothbrushes, dental floss, toothpaste and other dental care products for a reasonable price.

Related Activities

Invite a dentist or dental hygienist to demonstrate brushing, flossing, etc. If a home living area is available actual brushing and flossing could perhaps be done everyday.

Family Living and Personal Care

MODULE AREA

TITLE Entertaining Guests **LEVEL III**

Purpose

To teach students the proper ways of entertaining guests.

Procedure

It is important for us to be with other people. Ask students how they want to be treated when they go to a friend's home. Ask how they like their guests to behave. Do they prefer to be called before the visit? Or do they enjoy guests "popping" in? Do they invite others to visit? In many cultures, guests are fed. We may offer our guests a cup of coffee or tea, and in the summer, something cool to drink. You may keep a jar of peanuts, or a bag of potato chips, which you can share during a visit. Role playing and improper ways of entertaining guests.

Evaluation and Adaptability

The students enjoyed this lesson and they could share their own experiences. This plan could be used in a group home or sheltered workshop.

Materials and Supplies

Pictures of people entertaining guests.

Related Activities

Have students plan a party. What type? Where? How long? What will be served? Will there be games? How many guests? Could we make invitations? Discuss the meaning of RSVP.

71

Family Living and Personal Care

MODULE AREA

TITLE The Home **LEVEL I, II, III**

Purpose

To acquaint the students with the problems and responsibilities involved in setting up a home.

Procedure

Discuss the kinds of homes in which a family can live: apartments, private homes, duplex, mobile homes, group home, and condominium.

How much do they cost?

Discuss the types of homes where the students live. Then have the students name and list on the chalkboard the rooms found in a house or apartment. Divide the students into 3 or 4 groups, depending on the size of the class. Let each group select a room. Have them look through magazines and find furnishings for that room.

Evaluation and Adaptability

This lesson works well in a sheltered workshop or group home. Since many ABE students are home owners, discussions about their problems can easily be started. Speakers could talk on the different facets of owning homes.

Materials and Supplies

Magazines that can be cut, scissors, chalkboard, pictures of different kinds of dwellings.

Related Activities

Discuss care inside and outside the home. Point out that this is the responsibility of each member living in the home.

Family Living and Personal Care

MODULE AREA

TITLE Laundering **LEVEL I, II, III**

Purpose

To teach and demonstrate laundry techniques, and how to use various laundry aids.

Procedure

Bring in clothes and laundry aids to demonstrate the following in preparing clothes for washing:

1. Mend any rips, tears or holes.
2. Close zippers and snaps.
3. Empty all pockets.
4. Sort or separate clothes.
5. Watch for fabrics whose colors run or bleed, especially reds.
6. Treat heavily soiled and stained garments before washing. Show how to rub collars and cuffs.

Evaluation and Adaptability

Good lesson for a sheltered workshop and group home.

Materials and Supplies

Laundry aids, clothes, measuring cup, empty soap boxes for directions, etc.

Related Activities

If washer and dryer are available, teach how to operate these appliances. Wash and dry clothes. Teach how to fold clothes.

Family Living and Personal Care

MODULE AREA

TITLE **Kitchen Safety** **LEVEL II, III**

Purpose

To teach cooking, safety in the kitchen, proper measurements of ingredients and the use of electric appliances.

Procedure

Prepare your room so all students can get involved with a minimum of confusion. Plug in pizzelle iron to warm up. A batch of dough should be made up ahead of time. Seat students and go over the pizzelle recipe. We had already studied measuring so we were ready to go. One student read the recipe from the board, others got the igredients ready. Students added each ingredient as it was called for. One student mixed all ingredients together to form the dough. Students had been divided earlier into two groups so after one group had made its cookies, using the pizzelle iron, it changed and began making another batch of dough.

Evaluation and Adaptability

This lesson was very successful. Every student participated. There was a reward involved, (cookies). Our male students are beginning to see that cooking is not just for women. Many students gained in confidence of their own abilities. At one of our centers, we do not have a kitchen. Fortunately, our teachers are willing to share some of their home furnishings. In this way we were able to "cook" in a limited kind of way. Excellent for any setting that has kitchen facilities, especially group homes.

Materials and Supplies

Recipe for pizzelle, pizzelle iron, ingredients, dishtowels for cleanup, bowls and measuring utensils.

Related Activities

Practice measuring with all kinds of measuring utensils (dry and liquid). Sand could be used for practice. Go shopping for ingredients. Look up nutritional value of what is being made. Learning how to clean up the kitchen. Operation of electrical appliances.

Family Living and Personal Care

MODULE AREA

TITLE **Safety in the Kitchen** **LEVEL II, III**

Purpose

To become aware of unsafe conditions in the kitchen and ways to avoid unnecessary accidents.

Procedure

Read to the class the story on Page 15 from the *Student Activity Book — Health and Family Living.* Use activities on Pages 16 and 17 to help with a discussion on safety in the kitchen. The activities can be done orally, on the chalkboard, with a duplicating master, or with *Student Activity Books* for each student.

Evaluation and Adaptability

The class enjoyed this lesson because they could relate it with experiences at home. The lesson can be used in a sheltered workshop, group home, and ABE center.

Materials and Supplies

Student Resource Book — Health and Family Living — ABE Project REAL.

Related Activities

Use visual aids to demonstrate safety measures, and also unsafe conditions in the kitchen.

73

Family Living and Personal Care

MODULE AREA

TITLE **Adjusting To Change** LEVEL I, II, III

Purpose

To help students adjust to changes in the workshop and other changes which may occur in their lives.

Procedure

Discuss why changes may occur in the students' lives. Talk about the positive and negative aspects of change and how to change an unpleasant situation into a good one. Encourage the students to tell of changes in their lives. Ask if any students have moved to a new home or city; marriages in the family; births in the family, or of the family members who have moved away from home.

Evaluation and Adaptability

The students enjoyed this lesson. It gave them a chance to talk about their own lives and how things affect them. This lesson could be used in a workshop, group home, or ABE center.

Materials and Supplies

Pictures to be matched, such as kitten/cat, child/adult, egg/baby chick, etc.

Magazines and scissors.

Related Activities

Students could go through magazines to look for pictures that illustrate change. A collage could be made.

Family Living and Personal Care

MODULE AREA

TITLE **Family: Role and Responsibility** LEVEL I, II, III

Purpose

To make students aware of family cooperation and how traditional roles have changed.

Procedure

Brief discussion of what a family is. Who or what makes up a family unit. Bring out that it takes the cooperation of all members to make a happy family. Discussion of various responsibilities of individual members of the family. Traditional roles of females, males, etc. could be listed on a blackboard followed by discussion of changing roles.

Topics might include:

a. working women (often an economic need)
b. individual choices
c. bachelorhood
d. death of a spouse
e. others

Discuss opinions of these roles. (Teachers concentrate on reinforcing good listening skills, insist on allowing others to express opinions, though different from their own.)

Evaluation and Adaptability

We used this lesson as an introduction. Any setting and with all three levels.

Materials and Supplies

Chalkboard, chalk, checklist, and pencils.

Related Activities

This lesson can be carried over into the working world and probably is evident in your local work setting.

Leisure Activities

MODULE AREA

TITLE **Learning About the Radio** **LEVEL I, II, III**

Purpose

To help students practice skills in sequence. To demonstrate how to properly operate a radio.

Procedure

Bring in several different kinds of radios. Examples would be AM/FM battery operated, etc. Go over local call numbers and explain where they are located on the dial. Go over different types of programming such as news, talk shows, and music. Teach sequence, if time permits. Examples may be — Please turn on the radio. Please turn up/down the sound. Please turn the dial to _____ station. Turn it off.

Evaluation and Adaptability

This lesson worked well in a sheltered workshop and a group home. If you are working with EMR students this lesson might be a chance to break from the regular routine of the ABE center. Stress letters and numbers as an introduction to the lesson.

Materials and Supplies

Several different radios.

Related Activities

Discussion about commercials, who pays for radio and listening to different kinds of music.

Leisure Activities

MODULE AREA

TITLE Bowling **LEVEL I, II, III**

Purpose

To get students interested in activities that they can enjoy with other people. Our students bowl once a month. This lesson is intended to help them understand what is happening.

Procedure

Begin by having a discussion about bowling (equipment, cost, teams, proper dress). Show and discuss score sheets with lower level. Play the skittle game. Have them count the number they knock down. They rarely have a strike. therefore, the numbers to be written will probably never go above 7. With higher students, actually score the game just as if bowling at a bowling alley. The very highest students should be able to figure their averages. Counting by 10's can be stressed. Review common terms, i.e. turkey, split, headpin, gutterball, etc.

Evaluation and Adaptability

This lesson could be used in a group home with discussion first and then actually going bowling. ABE centers could use it as a math lesson. Since many sheltered workshops go bowling, this lesson would help them understand scoring a little better.

Materials and Supplies

Use skittle game or set up some small bowling pins or objects that will fall when hit by a ball. Pencils, score sheet.

Related Activities

Play other ball games where the ball is rolled such as Bouci Ball. This activity could be included under academics and used as a math lesson.

Leisure Activities

MODULE AREA

TITLE Making Use of Leisure Time **LEVEL I, II, III**

Purpose

To stress to the students the importance of leisure activities for enjoyment and relaxation. To suggest several activities that are available to them.

Procedure

Ask students what they do in their leisure time. List activities on the board. Bring in some examples of leisure time activities to help the discussion (frisbee, games, softball, cards, records, books, puzzles, etc.) List of possible activities:

Softball	Bowling	Walking
Tennis	Books	Stamps
Basketball	Photography	Rocks
Frisbee	Movies	Coins
Checkers	Pets	Camping
	Fishing	

Discuss activities which cost money. Mark with "S" for seasonal, with an "W" for winter, "F" for fall, etc.

Activities performed alone can be marked "A" those with others "O."

Evaluation and Adaptability

The students seem to like relevant topics such as this lesson. This activity can be used many times throughout the year. Additional letters can be used, example: "R" for risk of "M" or "F" for mother or father. Did the students think their mother or father liked to do that activity when they were young?

Materials and Supplies

Examples of leisure activities.

Related Activities

Making a collage. Check the self awareness module, interest awareness.

Leisure Activities

MODULE AREA

TITLE Leisure Activities **LEVEL I, II, III**

Purpose

To help students relax by participating in some leisure activities. To emphasize following the rules of a game and being a good sport.

Procedure

Take the students outside and let them participate in leisure activities. Have students throw a frisbee, play catch with a softball or large rubber ball. Play badminton, jarts, or any outside game you may have.

Depending on the class, you may want to play a group sport such as kickball or baseball. Discuss rules for the games. Emphasize being a good sport.

Evaluation and Adaptability

This worked well in a sheltered workshop.

Materials and Supplies

Outdoor games and equipment.

Related Activities

Participate in some indoor activities. Bring in puzzles, card games, jacks, dominoes, etc. Group games could be charades or bingo.

Leisure Activities

MODULE AREA

TITLE Trail Rally — Indoors **LEVEL I, II, III**

Purpose

Following written and oral directions.

Procedure

Divide students into teams of 2-3-4 (one reader to a group). Give each student a question sheet and bag to put in the items that they are going to collect. Give a time limit and then let groups go out into the designated areas. They are to complete as many questions as possible in the time given.

Start different groups with different questions.

Example questions:

1. Ask Mrs. Jones (secretary) for a paper clip.
2. What color pants does the Production Supervisor have on.
3. Get the autograph of the supervisor in Unit 5.
4. How many different kinds of pop are there in the pop machine.

★ Idea taken from Weaver Workshop, *Rainy Day Blues.*

Evaluation and Adaptability

This activity works well with the cooperation of all the staff and can be used in a sheltered workshop, group homes or ABE centers. Questions can be geared so that students will become more cognizant of their homes and surroundings.

Materials and Supplies

Question sheet, paper bags.

Related Activities

Trail Rally — outdoors.

Leisure Activities

MODULE AREA

TITLE Vacation Lands **LEVEL I, II, III**

Purpose

To bring information to the students about places to go and things to see.

Procedure

This lesson is presented to show students how they can find out about a planned vacation and put them in touch with organizations that may be sponsoring trips.

We used this lesson in the ABE center, where one of our senior citizens who had never been out of town was encouraged to take a trip to Bermuda, Washington and New York. She paid $300.00, and felt it was the best $300.00 she had ever spent. The trip opened up a whole new world for her.

Trips can also be planned to places of interest in the country. Some students won't go far away and many can't handle a large expense.

Evaluation and Adaptability

Our students love movies about other countries. Other ABE centers connected to sheltered workshops found that students need something besides classwork all the time. Movies were offered on Friday and the teachers found that this activity kept up student attendance. This lesson works well in an ABE center, but probably a specific time should be set. Group homes and sheltered workshops would find this lesson interesting. We found that when daily classes are set a movie break is helpful to both student and teacher.

Materials and Supplies

Movies, pamphlets and brochures from travel agencies. YWCA Senior Citizen Centers.

Related Activities

Visit a travel agency, have an agent come to speak, or call on other students, especially if you have senior citizens who have time to take trips. Check with the YWCA; they seem to offer many interesting trips during the year. These trips are usually for one day and are relatively inexpensive.

Leisure Activities

MODULE AREA

TITLE Touch and Feel **LEVEL I, II, III**

Purpose

To teach students that leisure time can be fun and to create a learning experience through touch and feel.

Procedure

Explain to students that you have brought a number of items to class. The items will be used in an activity called "Touch and Feel." Each person will get a chance to reach in the box and choose an item with eyes closed. Please emphasize the eyes must stay closed while the person touches and feels the item. The time limit each student has to identify the item depends on the size of each class and each student's ability; therefore, it is up to the teacher to set the time limit. Helpful hints can be given from the teacher or a student may volunteer to help the student who is trying to identify the item.

Lower levels (for students who can or cannot talk). When you have finished explaining the activity for the student, each non-talking student may choose an item from the box with eyes closed. After touching and feeling the item, the student can open eyes and try to repeat the name of the item after you. The students who can speak should follow the same directions as the higher levels. It is the decision of the teacher if awards are to be given for correct answers. Note: Before each higher level class, check to see if there are items in the box too easy to identify by the higher levels. If so, remove them. Make the activity a challenge to all the students.

Evaluation and Adaptability

I think this activity will be a challenge to the higher level. A reinforcement of the sense to feel and it will be fun. All materials can be easily moved from one place to another.

Materials and Supplies

Buttons, keys, a scarf, watch, gum, paper clip, a small radio, flowers (live or artificial), coins, a rope, tie, belt, a dry sponge, book, newspaper rolled and any other materials that can be used. 1 or 2 large boxes.

Related Activities

Testing the five senses.

Leisure Activities

MODULE AREA

TITLE Nature Hike **LEVEL I, II, III**

Purpose

To encourage an appreciation of nature. To show that hiking is a hobby which can be enjoyed with little or no monetary expense.

Procedure

We took a hike on our workshop grounds, if that is not possible, take a bus or walk to a near-by park. As you walk, identify trees and plant life. Collect a few examples for later identification and discussion in the classroom. (Small rocks were also a favorite to collect). Listen to the sounds you hear — distant traffic, airplanes, wind, birds, etc.

Back in the classroom, a display can be made with cards identifying as many of the samples as possible.

Point out the harmful effects of pollution; especially non-biodegradable materials.

In addition, clearly identify poison ivy, oak and sumac.

Evaluation and Adaptability

This is an enjoyable activity, more suitable for a sheltered workshop or group home.

Materials and Supplies

Books about plant and tree identification.

Related Activities

On an autumn hike, collect colorful leaves. In the classroom mount the leaves on colored construction paper, identifying the trees on the paper, then laminate. This will make colorful wall decorations.

Another activity, is putting Queen Anne's Lace in colored water, with food coloring. Watch the Queen Anne's Lace turn to the color of the water.

Leisure Activities

MODULE AREA

TITLE Planting Seeds **LEVEL I, II, III**

Purpose

To acquaint students with how plants grow and enable them to watch the growing process.

Procedure

Write students' names on milk cartons and pass them out. Allow students to partially fill carton with soil. Let them drop in the seed and cover with dirt.

Explain to the students the importance of watering the seeds and setting them where they will get enough sunlight to grow. The growth can then be monitored daily until the vines are large enough to be taken home to be transplanted. We planted a few extra seeds in case some did not do well, that way everyone was sure to have one to take home.

Success in this simple project led to other student attempts and was a confidence builder.

We used cucumber seed because they are big, easy to handle and germinate quickly.

Evaluation and Adaptability

The students really enjoyed this lesson and it was an ongoing one, since we could measure the daily growth of the plants. This activity was also enjoyable for the teachers and it can be used in a group home, workshop or ABE Center.

Materials and Supplies

Empty ½ pint milk cartons, planting soil, cucumber seeds. Also a magic marker to mark names on the cartons.

Related Activities

Other kinds of seeds can also be planted. A small garden could be planted outdoors, if space and weather permit.

Economic principles were stressed concerning students raising summer gardens, canning, etc.

Leisure Activities

MODULE AREA

TITLE **A Collage of Leisure Activities** **LEVEL I, II, III**

Purpose

To give students an opportunity to participate in a group activity and to work on that activity until it is completed.

Procedure

List on the chalkboard activities the students like to do in their leisure time. Then let them look through magazines for pictures of leisure activities. They will need to find a lot of pictures (our students had no trouble finding them). Individual collages can be made, but we enjoyed making a large one, from a roll of paper, 15 feet long × 3 feet wide. The students glued their pictures on the paper. Emphasize not letting any paper show by overlapping the pictures. This takes several periods.

1. Make individual collages on topics such as food, jobs, transportation.
2. Take students outside and have them find leaves, stones, sticks and other objects.

These objects can then be glued on paper to make a collage.

When the collage is finished, let the students paint over it with Mod Podge Matte, this makes a shiny finish on the pictures.

Evaluation and Adaptability

Enjoyable activity. This could be used in an ABE center. Any topic could be used to make a collage, for example, one ABE center made a collage of pictures from the native countries of the students.

Materials and Supplies

Many magazines that can be cut. Paste, posterboard, scissors, etc.

Related Activities

Leisure Activity

MODULE AREA

TITLE **Library Services** **LEVEL II, III**

Purpose

To familiarize students with library services, vocabulary needed, and how to apply for and use a library card.

Procedure

Begin by asking the students:

1. Have they ever been to a library? 2. Where was the library located? 3. What did they see or do? 4. Who worked at the library? 5. What was their job and how could they help you?

Discuss the various services provided, such as: Story hour, phonograph records, microfilms, filmstrips, books in braille, magazines and of course books to lend.

Explain the card catalogue system, stressing the importance of alphabetical order. Students can practice using teacher made cards. Students who have trouble should learn to ask librarians for help concerning favorite subjects, authors or titles.

A complete lesson can be taught concerning the obtaining of a library card, and its responsible use.

Don't forget to carefully explain what an overdue notice is and how fines are collected.

Evaluation and Adaptability

This lesson is satisfactory as a classroom activity, but would be greatly enhanced by a field trip activity to a local library.

Can be used easily in an ABE center, group home or sheltered workshop.

Materials and Supplies

Books, records, magazines, library card, word cards, catalogue cards, i.e. subject, author, and title.

Related Activities

Field trip to a local library. A librarian as a guest speaker. Alphabet skills. The bookmobile may also be available.

Occupational Knowledge

MODULE AREA

TITLE How to Find A Job **LEVEL III**

Purpose

To teach clients ways to look for a job through "Help Wanted" ads and other community resources.

Procedure

Discuss with the clients how they could find out about jobs. List on the chalkboard six ways to find a job.

1. Ask relatives.
2. Read newspaper ads.
3. Write a newspaper ad.
4. Visit local companies.
5. See school counselors.
6. Look for "Help Wanted" signs.

Pass out newspaper section with the "Help Wanted" ads to clients. Help them locate the words "Help Wanted." The teacher or client can read an ad and the class can discuss the qualifications needed for that job. Next, locate the "Jobs Wanted" ads. Explain and help one of the clients to make a "Jobs Wanted" ad for himself, and write it on the chalkboard. Ask which method of job hunting is most appropriate for you?

Evaluation and Adaptability

All settings.

Materials and Supplies

Newspaper, chalkboard and chalk.

Related Activities

Introduce abreviations that are often used in "Help Wanted" ads.

Occupational Knowledge

MODULE AREA

TITLE Job Application Forms **LEVEL III**

Purpose

To help clients fill out a job application form.

Procedure

Using a large laminated job application form, discuss each part of the form. Have clients fill out the application using a grease pencil. The information can be made up by the clients. Express importance of correct spelling. Give clients sample application form. Have them fill in name, address, social security number, telephone number, former employment, and any other useful information. Filling out forms from various companies will be helpful in showing the numerous types of forms.

Evaluation and Adaptability

ABE centers, group homes and sheltered workshops (high level clients).

Materials and Supplies

Large laminated application forms (tagboard), various application forms, grease pencil and pencils.

Related Activities

Make small identification cards for each client with all applicable information for filling our forms. Advise clients to carry these cards in their wallets.

81

Occupational Knowledge

MODULE AREA

TITLE Social Security **LEVEL II, III**

Purpose

To explain what Social Security is and how to get a Social Security card. To identify a Social Security card and the information on it.

Procedure

Ask if any of the students remember how they got their Social Security card. Emphasize:

a. Keeping the Social Security card in a safe place.
b. No one else has the same number.
c. Write the number on a piece of paper and keep it in your wallet.

Discuss what Social Security is and why it is deducted from a pay check. Make and display a large card.Talk about the information on it. Explain the difference between printing your name and writing your signature.

Evaluation and Adaptability

This lesson could be used in an ABE classroom, sheltered workshop or group home. If possible, a speaker might come from the local Social Security office.

Materials and Supplies

Large tagboard example of a Social Security card, vocabulary cards.

Related Activities

A word search puzzle could be done, using vocabulary words from the lesson. Clients can easily relate to this lesson as most have a card.

Occupational Knowledge

MODULE AREA

TITLE Identification of Jobs **LEVEL I, II, III**

Purpose

To identify occupations held by others. To realistically select jobs students might obtain. To evaluate a person's talents. To determine student's ability to follow directions.

Procedure

Identify professions by looking at pictures. Readlists of jobs and job descriptions found in this community. Pass out worksheets. Have students write "yes" if they think they could do the job. Write "no" if they think they could not do the job. If the student cannot write, have them make an "X" for no and "O" or yes. Discuss why they chose the occupations they marked.

Use ditto sheets and have students check the occupations which are interesting to them. This will also require discussion and definition concerning students conception of various occupations.

Evaluation and Adaptability

Could be used in an ABE class, ssheltered workshop or group home.

Materials and Supplies

Pencils, ditto worksheets, newspaper and magazine pictures of different professions.

Related Activities

An occupational collage could be done.

Occupational Knowledge

MODULE AREA

TITLE Keeping Your Job **LEVEL I, II, III**

Purpose

To develop the right attitudes and work habits. To obtain and hold a job. To be a successful worker.

Procedure

Pass out cards to students who can read. Others who cannot read may want to spell out the words on the cards. These can be written on the board.

Cards will be written with the following phrases:

1. Be on time.
2. Always look your best.
3. Don't be too familiar with your supervisor or your boss.
4. Show respect for know-how and judgement of those about you, especially those who are more experienced.
5. Do not gossip.
6. Be courteous. Treat others as you want to be treated.
7. Do not make fun of others or laugh at their mistakes.
8. Be cheerful, but don't waste time on the job. Do your share of work.
9. Take care of your health.
10. Learn your employer's rules and follow them.
11. Be willing to help others with their work.

Have students read their card, then discuss as a class. Use examples or hypothetical situations and ask their opinions.

Evaluation and Adaptability

This lesson could be used in an ABE class, group home or a sheltered workshop.

Materials and Supplies

Posterboard, cards.

Related Activities

Occupational Knowledge

MODULE AREA

TITLE Different Kinds of Jobs **LEVEL I, II, III**

Purpose

To acquaint student with different kinds of jobs. To point out the importance of each and every job.

Procedure

Begin with a discussion of why people work.

Example:
1. Make money.
2. Gain experience.
3. Do something interesting with their lives.
4. Strive to be independent.
5. Interaction with other people.
6. Because they enjoy the work they do.

Next discuss jobs we get and be realistic. Not everyone can be a doctor, lawyer, teacher, etc. Jobs like these take many years of hard study, but all jobs are important. Discuss the "dignity of work."

have students describe work which their neighbors or friends do.

Evaluation and Adaptability

Good discussion material for ABE class or sheltered workshop.

Materials and Supplies

Chalkboard, chalk, magazine pictures.

Related Activities

Any of the World of Work activities.

83

Occupational Knowledge

MODULE AREA

TITLE **Stock Clerk** LEVEL III

Purpose

To give clients occupational information about stock clerks.

Procedure

Explain to the clients the occupation for discussion. Explain to clients stock clerks receive and unpack uncoming merchandise or material. Write the following duties of a stock clerk on the chalkboard for discussion.

1. label, pack, crate and address goods for delivery.
2. keep records of items entering or leaving the stock room.
3. to report damaged or spoiled goods.
4. to store materials in bins, on the floor or on shelves according to the plan of the stock room. The job involves bending, lifting and climbing.

Clerks handling refrigerated goods may spend some time in cold storage rooms. Discuss some places of employment for stock clerks.

1. factories
2. wholesale firms
3. retail firms
4. airlines
5. hospitals

Explain to clients the major differences in these settings.

Evaluation and Adaptability

Some high level clients in workshops are doing jobs similar to stock clerks. With proper training these clients could do a similar job in other companies. This was a very good lesson. There is no preparation needed or materials and resources to be moved to a different site.

Materials and Supplies

Chalkboard.

Related Activities

A field trip to a business to observe a stock clerk at work. Possible movie.

Self Awareness and Interpersonal Relationships

MODULE AREA

TITLE **Making Decisions** LEVEL I, II, III

Purpose

To help improve decision-making abilities. To define the word "decision."

Procedure

Organize a group of decision using the following outline:

1. Everyday we make decisions.
2. Consider all choices and possible outcomes.
3. Set a reasonable deadline for decisions.
4. Make believe you have decided already and try to imagine how the choice feels.
5. Don't decide on unimportant decisions the same way you decide on the important ones. (Important ones take more time and thought).
6. Ask students "What would you do if...? questions.
7. Point out that we learn from our mistakes when we make wrong decisions.

Evaluation and Adaptability

This could produce a good discussion in either an ABE classroom or sheltered workshop.

Reference: *Comprehension Development*,
Catherine Patty, ESP, Inc.
Grades 3-5
Copyright MCMLXXVII

Materials and Supplies

Worksheet with outline questions.

Related Activities

Ask the students to note what decisions they will have to make the remainder of that particular day and discuss during the next class sessions.

Self Awareness and Interpersonal Relationships

MODULE AREA

TITLE **Recognizing Emotions** LEVEL I, II, III

Purpose

To help students recognize different emotions and to realize that everyone experiences these emotions.

Procedure

Discuss emotions and the fact that everyone experiences these feelings. Play the game called Charades. Write the names of various emotions on slips of paper and place them in a hat. Let a student draw one and act out that emotion. The other students can try to guess which emotion is being acted out.

Another activity is to ask the students to name things that make them happy. List these on the chlakboard. Have students place a ($) dollar sign by an item which costs money. Students can put an (A) beside items that they do alone or an (O) if the activity is done with others.

This allows the students to get a picture of themselves, do they have to spend money to be happy and do they like to be alone or with others.

Evaluation and Adaptability

This lesson was enjoyable. It was interesting to hear what the students were afraid of and what made them happy. This lesson would be more appropriate for a sheltered workshop or group home.

Some of the strategies in the book mentioned below would be excellent for any ABE class, they are a welcomed break from steady academics.

Materials and Supplies

Write happy, sad, angry, love, hate, pride, and excitement on small pieces of paper.

Related Activities

Discuss fear and have students name things they are afraid of. The same can be done with other emotions.

Self Awareness and Interpersonal Relationships

MODULE AREA

TITLE **Awareness of Others** LEVEL I, II, III

Purpose

To help students become aware of interests other people enjoy.

Procedure

Have students name specific activities they enjoy (bowling, reading, sewing, etc.) List the activities on the board. Have students select from the list the five activities they most enjoy and write them on a piece of paper. Tally the votes on the board to determine which activities are the most popular. Discuss why they enjoy the activities.

Evaluation and Adaptability

Levels II and III enjoyed tallying the selections and were eager to see the results. Level I students responded very well. Students that are normally quiet became involved in the discussion and opened up about themselves. A good activity to acquaint teacher and students. Can be used in any setting.

Materials and Supplies

Paper, pencils, chalkboard, chalk. Magazines depicting active people (Sports magazines).

Related Activities

Make a collage using pictures of the top (5-10) activities. Allow students to explain or demonstrate their activity. Students have shown an interest in sharing their hobbies (hook rugs, CB radios, yarn dolls, needlepoint, etc.). A possible field trip could be planned around the most popular class activity.

Self Awareness and Interpersonal Relationships

MODULE AREA

TITLE **Expressing Oneself** LEVEL I, II, III

Purpose

To give students an opportunity to talk about places they visited.

To determine students' ability to recall specific experiences he/she has had recently.

Procedure

Ask students to think about any experiences or places they have visited recently. Using a tape recorder, let those who volunteer, tell about their experiences. Play back tape. Talk about how a voice might sound different on a tape. Let them identify their voices.

Evaluation and Adaptability

This lesson could be used in any setting.

Materials and Supplies

Tape recorder.

Related Activities

If students enjoy using a tape recorder, incorporate its use in discussing current events or any of the other lesson plans.

Self Awareness and Interpersonal Relationships

MODULE AREA

TITLE **Adjusting to Change** LEVEL I, II, III

Purpose

To help students adjust to changes in the workshop and other changes which may occur in their lives.

Procedure

Discuss why changes may occur in the students' lives. Talk about the positive and negative aspects of change and how to chnage an unpleasant situation into a good one. Encourage the students to tell of changes in their lives. Ask if any students have moved to a new home or city.

Encourage discussion concerning marriages in the family, births in the family, or any family member who has moved away from home.

We are all changing everyday even though some changes are much slower and unnoticeable.

Discuss how dull life would be if we never experienced any changes.

Evaluation and Adaptability

The students enjoyed this lesson. It gave them a chance to talk about their own lives and how things affect them. This lesson could be used in a workshop, group home, or ABE center.

Materials and Supplies

1. Pictures to be matched, such as kitten/cat, child/adult, egg/baby chick, etc.
2. Magazines
3. Scissors.

Related Activities

Students could go through magazines, look for pictures that illustrate change. A collage could be made.

Self Awareness and Interpersonal Relationships

MODULE AREA

TITLE **Physical Characteristics** LEVEL I, II, III

Purpose

To make students aware of their physical characteristics and at the same time, increase word recognition.

Procedure

Allow students to come to the front of the room and choose four (4) cards they think describe them physically. The cards can have words printed on them such as short, tall, thin, glasses, black, blonde, curly hair, long hair, clean fingernails, pierced ears, beard, etc.

The rest of the students must agree or disagree collectively. If they disagree, they must tell why.

Evaluation and Adaptability

This lesson could be used in an ABE setting, group home or workshop.

Materials and Supplies

Oak tag cards with description words printed on them.

Related Activities

Have the students select card describing another person in the class, or a personal friend they wish to share.

Self Awareness and Interpersonal Relationships

MODULE AREA

TITLE **You and Your Environment** LEVEL I, II, III

Purpose

To bring students into contact with the people and things they see around them. To help them be aware that they are a part of the life and lives of those around them.

Procedure

Show the word card environment.

See if someone can pronounce it. Begin a discussion with the following questions:

1. What do you see around you?
2. Do you know what environment is?
3. Can anyone have an environment exactly like yours?
4. How can you change your environment?
5. How does your environment make you different from other people?
6. You cannot change heredity, but you can change your environment?

Have the students tell about some of the things they see in their environment. Put it on the chalkboard.

Evaluation and Adaptability

Good discussion lesson for a group home or sheltered workshop.

Materials and Supplies

Card with ENVIRONMENT chalk and chalkboard.

Related Activities

Have each student list 5 people in his environment. Put this on the chalkboard. Tell how these people influence you, for example, a musical family that enjoys music will very likely influence their children to enjoy music also.

Self Awareness and Interpersonal Relationships

MODULE AREA

TITLE **Personality Traits** LEVEL I, II, III

Purpose

To get students to take a look at personality traits in themselves and others and to realize that dislikeable traits can be changed when they know what they are. To develop vocabulary.

Procedure

Give definition of a personality trait.

Example: It is a feature or part of a person's character. Ask students about likeable traits they find in others.

Possible example: truthful, sense of humor, cheerful, sociable, cooperative, dependable, courteous, reliable, good listener, understanding, and friendly.

Go around the class and have the students tell of one likeable trait he/she possesses. Ask students to name dislikeable traits. List them on the board.

Example: dishonesty, selfishness, unfriendliness, bragging, stubborness, undependable, cheap.

Ask students what they think is the worse trait a person can have. Ask students if they have a dislikeable trait they feel they can change.

Play a game. I like to be around poeple who... I dislike being around people who...

Evaluation and Adaptability

There would have to be a great deal of trust and rapport in the group before this activity could be initiated. Ask students not to mention another person's name.

Materials and Supplies

Word card-personality trait, chalk and chalkboard.

Related Activities

Teacher can describe a student's personality traits using word cards. See if students can guess who is being described.

Self Awareness and Interpersonal Relationships

MODULE AREA

TITLE **Glad I'm Me** LEVEL I, II, III

Purpose

To show students how talents and handicaps can sometimes dictate the road our lives may take.

Procedure

Discussion. Ask students if they think most people in the world really have the opportunity to decide what to do with their lives. Give examples of people whose careers probably chose them. Example: Pat Boone studied to be a doctor and then began singing. Mark Spitz wanted to be a dentist, then won seven gold olympic medals — it changed his life.

Pass out circles with easily recognizable names on them. Have them describe the people. Discuss the happiness of famous people. Would the student want to be like that person. What can be learned from this person's life, good or bad?

Discuss people the students admire.

Evaluation and Adaptability

This lesson could be used in an ABE class, workshop or group home.

Materials and Supplies

Cardboard circles with the names of people students would easily recognize. If possible, paste pictures on circles.

Related Activities

The teacher could use the circle to play a form of bingo or could make up their own game.

Self Awareness and Interpersonal Relationships

MODULE AREA

TITLE **Overcoming Handicaps — Movie "A Day in the Life of Bonnie Consolo"** LEVEL I, II, III

Purpose

To show a positive attitude. To present a true story to students of a person who has risen above her handicap to become a vital contributing member of society.

Procedure

An inspirational film about a very special person. Bonnie Consolo was born without arms, yet she leads a normal, productive life. She has a home, two healthy children and a rich philosophy that she shares as she goes about her daily routine.

Excellent movie that holds interest well.

Evaluation and Adaptability

Could be shown in an ABE class, workshop or group home.

We have used this movie at numerous workshops.

Materials and Supplies

Movie projector, movie screen, and extension cord.

Related Activities

This lesson could lead to the discussion of personal handicaps.

Self Awareness and Interpersonal Relationships

MODULE AREA

TITLE **Survival or Warning Words** LEVEL I, II, III

Purpose

To teach students to recognize survival words and their importance.

Procedure

Compare a list of 25 survival words. Make bingo chips and bingo cards from cardboard. Use the 25 survival words and write one in each square on the bingo cards. Write the same words on bingo chips.

Write 25 survival words on the blackboard. Ask students how many of the words they know. Discuss the words with students. Give higher level student a word to look up in the dictionary and discuss its meaning. For students having a problem using the dictionary have them work in pairs of two to help each other. When the teacher feels students understand the words and thir meanings, bingo can be played using the cards and chips. Have lower level students look at the bingo chips in your hand and ask them to find that word on their bingo card.

Evaluation and Adaptability

This lesson would be good for all three levels, but the teacher would have to use a different technique of teaching with each level. Most of the students have had exposure to some survival words and they really enjoyed the words. This lesson can be used in a classroom setting or it can be used as a field trip into the community.

Materials and Supplies

Cardboard, bingo cards, magic markers, dictionaries.

Related Activities

System 80 Survival Kit — a field trip into the community to a mall or shopping center.

Self Awareness and Interpersonal Relationships

MODULE AREA

TITLE **Social Maturity (Manners)** LEVEL I, II, III

Purpose

To develop socially. To get along with others. To live with norms adopted by our society.

Procedure

Have a discussion on why manners are important. Go into accepted manners in certain places such as a restaurant. Role-play restaurant situation.

1. Man holds woman's chair.
2. Woman keeps purse on lap.
3. If small group, eat when everyone has been served.
4. Place knife and fork across plate pointing toward the center when finished.
5. Keep elbows off the table.
6. Man can help woman with her coat.

Have students add to this list.

Evaluation and Adaptability

This lesson is good for a workshop normalization class or a group home.

In the ABE center academics can be enhanced through menu reading, working with prices and money, learning to pay a check and leave a tip.

Materials and Supplies

Chairs, table, place settings and menus.

Related Activities

Learning when and how to shake hands. Role-play making an introduction. Lesson concerning carrying on a conversation. Practice ordering from a menu. What is tipping?

Self Awareness and Interpersonal Relationships

MODULE AREA

TITLE **Self Awareness (Movie — "Hurricane"/ Natural Disaster)** LEVEL I, II, III

Purpose

To help students understand happenings around them and in other places of the world. To look at hurricanes which have been in the news.

Procedure

Introduce the movie. Suggest ways in which a hurricane can have an effect on students' lives, even though they may be many miles away.

This movie is a history of a young couple and how they and their children were involved in a hurricane. Underscore the need for complete awareness and understanding of the power of a hurricane.

Safety precautions and scientific data can also be addressed through this lesson.

Evaluation and Adaptability

This lesson could be used in any setting, ABE class, workshop or group home.

Hurricanes and other natural disasters are always high interest topics.

Materials and Supplies

Movie projector, extension cord, movie screen.

Related Activities

Discuss other natural disasters, bringing safety into the discussion.

This lesson could be used as an introduction for a first aid unit.

Self Awareness and Interpersonal Relationships

MODULE AREA

TITLE **Social Needs** LEVEL I, II, III

Purpose

To emphasize that everyone has two kinds of needs — physical and social.

To help students realize that unpleasant things can happen if these needs are not satisfied.

Procedure

Discussion: The two kinds of needs — physical and social. Physical needs have to do with the body.

Example: air to breathe, food to eat.

Social needs have to do with our relations with other people. Without rest and a good diet, we become sick or without a feeling of success we can become depressed.

To help students understand the difference, we used the following exercise. Write social needs and physical needs at the top of two columns on the chalkboard. Distribute to each student a card with a need written on it. Have each student come to the board and put his/her need in the correct column.

Evaluation and Adaptability

Good for a discussion in a workshop setting, group home or ABE setting.

Materials and Supplies

Chalkboard, chalk, printed tagboard cards.

Related Activities

This lesson can be varied by using dittos instead of a chalkboard, and having students write their response in the correct column.

Self Awareness and Interpersonal Relationships

MODULE AREA

TITLE **Movie — "The Shopping Bag Lady" (Individual Differences)** LEVEL I, II, III

Purpose

To point out that all people sufer cruelties if they are different. To help develop compassion for others. To curb name calling in the workshop.

Procedure

The movie highlights how unthinking attitudes can inflict cruelties on others.

Discussion on the feelings of others after the movie.

Evaluation and Adaptability

Any setting, ABE class, workshop or group home.

Excellent vehicle for pointing out individual differences.

Materials and Supplies

Movie projector, movie screen and extension cord.

"The Shopping Bag Lady" Learning Corporation of America.

Related Activities

91

Self Awareness and Interpersonal Relationships

MODULE AREA

TITLE **Interest Awareness** LEVEL I, II, III

Purpose

To help students become aware of interests that other people enjoy.

Procedure

Ask students to name specific activities they enjoy. (Bowling, reading, sewing, etc.) and list the activities on the board. Have students select from the list the five activities they most enjoy and write them on a piece of paper. Tally the votes on the board to determine which activities are the most popular. Discuss why they enjoy the activities.

Level II will need help writing.

Level I — teacher will write the interests for students.

The teacher can make the determination as to whether students are influenced in voting by other students.

Evaluation and Adaptability

Level II and III enjoyed tallying the selections and were eager to see the results. I was pleased to see the response from Level I students. Normally quiet students became involved in the discussion and opened up about themselves. A good activity to get acquainted with students. This lesson can be used in any setting.

Materials and Supplies

Paper, chalkboard, pencils and chalk.

Related Activities

Making a collage using pictures of the top (5-10) activities. Allow students to explain or demonstrate their activity. Our students have shown an interest in sharing their hobbies, such as: hook rugs, CB radios, yarn dolls, needlepoint, etc.

Self Awareness and Interpersonal Relationships

MODULE AREA

TITLE **Knowing Your Physical Self** LEVEL I, II, III

Purpose

To help students become aware of body parts through identification. To help students with the left/right concept. To get students involved in the class by having them move around. To get the very quiet students involved on a lesson they can easily understand and talk about.

Procedure

This lesson can be used as an introduction to the Self Awareness Module. Begin the lesson by discussing the body and its parts. Show the students cards with names of body parts. See if they can read them. Tack a tagboard person on the bulletin board; pass out flash cards. Have students identify the body parts using the card they have. Direct them to tack it in the proper place on the tagboard outline. There are enough body parts so that each person should get at least one turn. This lesson will vary with the class. Pictures and words can be used on the cards for Level I.

To teach this lesson on an individual basis, the teacher may wish to use a ditto master and have the student identify the body parts in writing.

Evaluation and Adaptability

This lesson adapted itself well to a class found in a workshop situation. In an ABE center this lesson could be used as a reading lesson. The teacher could prepare small cards to use as labels for a body outline drawn on paper.

Materials and Supplies

Make a tagboard outline of a person. Prepare cards on which are printed the names of body parts. Prepare a second set of cards with words and pictures.

Related Activities

This activity could be used as a reading activity. It can also lead into "Health and Safety" regarding the protection of the body. "Personal Care" of body parts can also be related to this lesson.

Self Awareness and Interpersonal Relationships

MODULE AREA

TITLE **Mental Self— Our Five Senses** LEVEL I, II, III

Purpose

To make students aware of their five senses and to give them a chance to use each of the senses.

Procedure

Tape familiar sounds on the tape recorder, such as a barking dog, door bell, telephone ringing, etc. Have the students name the five senses and write them on the board. Explain that they are going to do some activities involving each sense.

These are the activities:

Sight: Put 10 objects on a tray. Let each student look at the objects for a few seconds. Then let the student list the 10 objects on paper by themselves or write them together on the board.

Feel: Put an object such as an apple in a paper bag. Let students feel the bag and identify the object inside. Do this with 4 or 5 different objects.

Hearing: Using the tape recorder, play the tape of noises and have students identify them.

Smell: Discuss how some smells are pleasant and others are not. As an example smell ammonia compared to perfume.

Taste: Pass around a cinnamon candy and pretzel for each student. Have them describe the taste as sweet, spicy or salty.

Evaluation and Adaptability

This lesson was used at a sheltered workshop. The students enjoyed the variety of activities. This lesson would probably be more relevant at a sheltered workshop or group home rather than an ABE center.

Materials and Supplies

Related Activities

Make a list of words that would involve one or more of your senses. Have the students identify which of their senses they would use. For example: a sunset needs only our sense of sight. Other words to use would be smoke, hot coffee, iced tea, flowers, perfume, cake, movie, snow and dog.

Self Awareness and Interpersonal Relationships

MODULE AREA

TITLE **Self Perception— Name Recognition** LEVEL I

Purpose

To encourage students to recognize their names in print; to develop social skills vital to harmonious family living.

Procedure

Print the first name of the student on a 4″ × 12″ card. Use when taking attendance at the beginning of class encouraging students to recognize their name when it is spoken or in print.

Speak to each student, "How are You, _____?" Reinforce acceptable responses with an enthusiastic response and praise. Have students do the same.

It is surprising how important this lesson is initially with Level I students.

Evaluation and Adaptability

The lesson went well in a sheltered workshop and group home.

Materials and Supplies

4″ × 12″ cards, felt pen.

Related Activities

Hold up three cards with students' names on them. The three should come to the front of the room. Practice proper methods of introducing people.

93

Self Awareness and Interpersonal Relationships

MODULE AREA

TITLE **Getting Acquainted — New Students** LEVEL I, II, III

Purpose

To introduce new personnel and create an opportunity to know the students.

Procedure

Introduce new teachers, aides, habilitation specialists, counselors, etc. Have each one tell a little about themselves.

Give students a chance to ask questions about the jobs or positions the above people hold.

Give students a chance to tell about themselves.

This lesson can also be used for experience in making introductions, and in public speaking.

If there is little turnover, this activity can be improvised into a game with fictitious characters.

Evaluation and Adaptability

With a few slight alterations, this lesson could be used in an ABE class, workshop or group home.

Materials and Supplies

Related Activities

Any communications activities are positive improvement.

Transportation

MODULE AREA

TITLE **Safety Precautions** LEVEL I, II, III

Purpose

To help students observe safety precautions when using different means of transportation.

Procedure

Since most of our students ride the bus to work, we began our discussion with bus safety. Discuss safety precautions observed on their bus and why they are important. Bicycle safety can be discussed, as well as pedestrian safety. If weather permits, take students outdoors and practice crossing streets with and without a traffic light. Practice with the words, "Walk" and "Don't Walk" until students are familiar with them.

Evaluation and Adaptability

Students especially enjoyed the poster contest. More suitable for sheltered workshop or group home.

Materials and Supplies

A film about bicycle safety, bus safety, or pedestrian safety can be used to introduce this lesson.

Related Activities

Sponsor a safety poster contest. Encourage all students to make a poster on either bus, bicycle, or pedestrian safety. These can be done at home then displayed in the workshop. Posters should be divided into groups, depending on the levels of the students. The posters should be judged and prizes awarded to the best poster from each group.

Transportation

MODULE AREA

TITLE **Tic-Tac-Toe — Road Signs** LEVEL I, II, III

Purpose

To reinforce recognition of road signs.

Procedure

Review road signs previously taught. Explain rules of Tic-Tac-Toe. Divide the class into two groups. Select a captain on each team. Captains stand at the board. Each team member, in turn, identifies a road sign. If answered correctly, the captain puts X or O in a square. The team that wins gets a point. (If a team member can not identify a sign, you may make a rule that team members can help).

Evaluation and Adaptability

Our classes enjoyed playing this game and teachers could see progress within a class time. The activity can be used in group homes and sheltered workshops.

Materials and Supplies

Chalkboard, chalk, and road signs.

Related Activities

Tic-Tac-Toe can be played to reinforce number recognition, etc.

Transportation

MODULE AREA

TITLE **Field Trip to a University** LEVEL I, II, III

Purpose

To acquaint the students with one type of transportation, and to gain awareness of a university campus.

Procedure

After arrangements were finalized, drivers contacted and buses located, students were selected. Production schedules and student availability helped to determine which students were chosen for the field trip.

At Kent State University we toured the library, the book store, and the radio station. We ate lunch in the commissary and walked around the campus.

The students were encouraged to ask questions about the places we toured. Also, they were broken up into smaller groups, so that more area could be covered.

Evaluation and Adaptability

Field trips are few and far between, so they are especially enjoyable. Unfortunately, only selected students participated, rather than everyone in the workshop. This lesson could be used by those in a group home, workshop, or ABE center.

Materials and Supplies

1. School buses and drivers
1. Chaperons to help with the students
1. Lunch and/or spending money — provided by the individual student.

Related Activities

Transportation

MODULE AREA

TITLE **Packing a Small Suitcase** **LEVEL I, II, III**

Purpose

To help students take more responsibility for themselves and their personal belongings, when going on a trip or just away for the weekend.

Procedure

Discuss the length of time to be spent away to determine the amount of clothing to be packed (overnight, a week, a month). Destination and weather will also be factors in determining what students will need to take. Discuss the physical make-up of luggage, and use of extra compartments. Show students how to fold clothing properly. Special attention should be paid to toiletries, so they do not spill. Plastic bags or small containers are helpful here. Make-up bags are especially helpful.

Allow students to participate in actually packing a suitcase.

Evaluation and Adaptability

The students responded very well to this activity. This is certainly a lesson that you might see demonstrated on local television shows. Airlines may even have information on what to pack; perhaps the AAA will have information for this activity.

Very good for workshop, school or group home. Once a week, time could be set aside in an ABE center for this type of activity.

Materials and Supplies

Suitcase, clothes for a weekend trip, such as shoes, underwear, toiletries, shirts, pants, etc.

Related Activities

1. Demonstrating many different kinds and sizes of luggage, such as luggage on wheels, overnight bags, foldable luggage, etc.
2. Learn to read a bus, train or plane schedule.
3. Lesson on interesting places to go.
4. Read brochures.

Transportation

MODULE AREA

TITLE **Making a First Aid Kit** **LEVEL II, III**

Purpose

To teach students what first-aid supplies should be kept in a car and how to use these supplies.

Procedure

Discuss circumstances when a first aid kit would be necessary (automobile accident, accident when working on a car, injury away from home, etc.) Name each item in the kit and list them on the board. Have students copy the list, to become familiar with names and spelling recognition. Demonstrate why and how each item would be used. Point to the name of an item on the board. Have students find the word on their list. Ask one student to pick out that item and explain or demonstrate how it is used. Continue with each item.

Evaluation and Adaptability

Can be done in an ABE center, group home, or sheltered workshop.

Materials and Supplies

Gauze, adhesive tape, gauze pads, cotton, alcohol, soap, medicine dropper, flashlight, tweezers, scissors, tourniquet and container to keep the supplies, etc.

Related Activities

Discuss safety measures when riding in a car or working around machinery.

Transportation

MODULE AREA

TITLE Learning Traffic Signs **LEVEL I, II, III**

Purpose

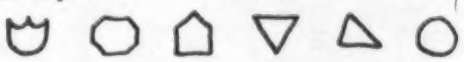
To be able to recognize and understand signs relating to transportation.

Procedure

Construct traffic signs. It is usually best to start with these six basic signs:

Stop, School, Yield, Railroad, No Passing and Interstate.

Point out 6 signs and go over their shape, color, any words written on the sign and what they mean. After discussing the signs draw only the shape on the board and have students identify.



(Interstate, Stop, School, Yield, No Passing and Railroad)

Also you can discuss warning and traffic regulation signs. Warning signs are diamond shaped ◇ and traffic regulation signs are rectangular. ▭

Have examples to look at.

Evaluation and Adaptability

Students enjoy discussing these signs because they do see them everyday. Usually there are a few students trying to pass their driver's test. This lesson is especially helpful to them. This could be used in a group home, workshop or ABE center.

Materials and Supplies

Teaching the Moderately and Severely Handicapped, and *Learning Information for Effective Living*.

Related Activities

Take a walk into the community. Point out various traffic signs.

97

Transportation

MODULE AREA

TITLE Purchasing a Bus Ticket **LEVEL I, II, III**

Purpose

To explain to students the process for purchasing a ticket for a trip on a bus, should the need arise.

To observe which students could functionally complete this task.

Procedure

Choose an area in the classroom and arrange it to resemble a bus station. Use tables and chairs to make a ticket counter and a place for passengers to sit and wait.

First talk to students about purchasing a ticket for a trip on a bus. Explain to them the role playing that is going to be needed for this lesson.

Give each student a role to play, such as ticket agent and passengers waiting for the bus. If there is enough time, let each student take a turn being the person who is purchasing the bus ticket and checking their suitcase and also as the ticket agent.

Observe to see how many students could be able to purchase a ticket.

Evaluation and Adaptability

This lesson plan could easily be adapted to any setting that would have the above things mentioned in preparation.

Materials and Supplies

A voided bus ticket, suitcase, cardboard, table and chairs.

Related Activities

A field trip to a bus station. A representative from a bus company to talk with students and packing a suitcase for a trip.

INSTRUCTIONAL RESOURCES

ABE-MR INSTRUCTIONAL RESOURCES

I. ABE-MR Instructional Materials Survey

   A. Books
   B. Instructional Kits
   C. Audio-Visual Materials

II. Resource Materials for ABE-MR Program Development

III. Instructional Resource Centers in Ohio

IV. MR Adult Program and Resource Persons

   A. 169 Board Sponsored Programs — Ohio
   B. Ohio State Institutions with ABE Programs
   C. Residential Coordinators — Ohio MR/DD Regions
   D. Regional and National Programs and Resource Persons

V. Glossary of Terms, Abbreviations and Titles

ABE-MR INSTRUCTIONAL MATERIALS SURVEY

Instructional materials designed specifically for the adult mentally retarded student are hard to find. Few commercial publishers have responded to the needs in this area. Therefore, staff members will need to become familiar with the available materials particularly in special education and modify these to meet adult MR clients special needs.

In this section we have reviewed some of the more appropriate commercially produced materials. We have also made recommendations on their use in the various ABE settings where MR clients will be taught. This is not an all encompassing survey. There are many other publications and media with potential for usage. These lists can, however, be a good resource in beginning to look at useful instructional tools.

ABE/MR MATERIAL SURVEY

BIBLIOGRAPHY	Recommended Use	Best Suited For Levels	Content of Material	Presentation of Materials	Field Tested	Comments
Alphabet Practice Cards, Ideal School Supply Co., Oak Lawn, IL	2, 3	I	A	Good	Yes	
Animal Families Memory Card Matching Game, Milton Bradley Co., Springfield, MA	2, 3	I	A	Good	Yes	Increasing memory
Application Forms, Benjamin Piltch, F. E. Richards Publishing Co., 1972	1, 2, 3	II, III	A	Good	Yes	It is a step-by-step approach to learning how to fill out application forms.
The Bank Book, John D. Wool, F. E. Richards Publishing Co., New York, NY, 1974	1, 2, 3	II, III	A	Good	Yes	The book uses vocabulary that is easy to understand.
Banking, Budgeting, and Employment, Art Lennox, F. E. Richards Publishing Co., New York, 1977	1, 2, 3	III	A	Good	Yes	The book contains many activities that could be used in an ABE center.
Basic Essentials of Mathematics, James T. Shea, Steck-Vaughn Co., Texas, 1975	1, 2, 3	III	A, B	Very Good	Yes	The book explains how problems should be solved then provides practice exercises.
Budgeting, McVey & Associates, Inc., Follett Publishing Co., IL, 1977	1, 2, 3	II, III	A	Very Good	Yes	Vocabulary is taught as well as budgeting skills.
Buy and Sell, Developmental Learning Materials, Niles, IL	1, 2, 3	III	A	Very Good	Yes	Helps students spend money and make change.
Buying Guides, Stephen S. Udvari, Steck-Vaughn Co., Texas, 1973	1, 2, 3	II, III	A, B	Good	Yes	Good discussion material.
Catalog Shopping, Martha L. Smith, F. E. Richards Publishing Co., NY, 1977	1, 2, 3	II, III	A, B	Very Good	Yes	Has lessons in order forms, fabrics, charge accounts, labels, taxes, etc.
Cleveland Plain Dealer, Living Textbook Program, Cleveland, OH, 1980	1, 2, 3	II, III	A	Excellent	Yes	Teaches everyday living skills.
Clothing Language, Jim Richley, Janus Book Publishers, Hayward, CA, 1979	2, 3	II, III	A	Good	Yes	Vocabulary activities
Coin Puzzles, Developmental Learning Materials, Niles, IL	1, 2, 3	II, III	A	Very Good	Yes	Game
Color and Shape Bingo, Trend Enterprises, Inc.	2, 3	I, II	A	Good	Yes	Game
Communicating With Others, Stephen S. Uldvari, Steck-Vaughn, 1973	1, 2, 3	II, III	A, B	Good	Yes	A good book to use during discussion classes.
The Cooking Kit, The Junior League of Spartanburg, Inc., Spartanburg, SC 1977	2, 3	II, III	A	Excellent	Yes	Students learn by following the pictures.
Counting My Money (Book 1), John D. Wool, F. E. Richards Publishing Co., NY, 1973	1, 2, 3	I, II, III	A	Good	Yes	Activities to help students learn to count money.
Creative Food Experiences for Children, Mary T. Goodwin, Center for Science in the Public Interest, Washington, DC, 1974	2, 3	I, II, III	A	Excellent	Yes	Contains good recipes and activities.
A Curriculum for the Mentally Retarded Adult, William Sniff, C. C. Thomas, Springfield, IL, 1962	1, 2, 3	I, II, III	A, B	Good	Yes	A concise guide for setting-up curriculum for the mentally retarded.
Drillsville, Carol Seltzer, National Textbook Co., Skokie, IL, 1977	1, 2, 3	II, III	A	Good	Yes	Duplicating masters
Drugstore Language, Jim Richley, Janus Book Publishers, Hayward, CA, 1979	2, 3	II, III	A	Good	Yes	Vocabulary activities

RECOMMENDED USE: 1 — ABE Center
2 — Group Home
3 — Sheltered Workshop

CONTENT OF MATERIAL: A — Activities
B — Theory

ABE/MR MATERIAL SURVEY

(Continued)

BIBLIOGRAPHY	Recommended Use	Best Suited For Levels	Content of Material	Presentation of Materials	Field Tested	Comments
Everyday First Aid Skills, Nancy Lobb, F. E. Richards Publishing Co., NY, 1979	1, 2, 3	II, III	A, B	Good	Yes	The written lessons are for higher level students but the information can be applied to all levels.
Family Money Management, Stephen S. Udvari, Steck-Vaughn Co., Texas, 1973	1, 2, 3	II, III	A, B	Good	Yes	A good resource for discussion, also contains some activities.
Figure It Out, Mary C. Wallace, Follet Publishing Co., Chicago, IL, 1971	1, 2, 3	II, III	A	Good	Yes	Basic math skills.
Find the Right Number, Benjamin Piltch, F. E. Richards Publishing Co., NY, 1972	2, 3	I	A	Fair	Yes	The workbook is pages of number discrimination practice.
Find the Right Word Benjamin Piltch, F. E. Richards Publishing Co., NY, 1972	1. 2, 3	II	A	Good	Yes	Word discrimination practice for lower level reading students.
Getting Ready to Cook, Ann Weaver, Fearon Pitman Publishing Co., CA, 1974	1, 2, 3	II, III	A, B	Very Good	Yes	Provides basic information needed.
Getting Started, Josephine Baver, Follett Educational Co., 1966	1, 2, 3	II, III	A	Very Good	Yes	Series for the adult reading student.
Going Places and Spending Money, Lea Bramnik, The Instructo Corp., Paoli, PA	1, 2, 3	II, III	A	Good	Yes	Duplicating masters.
Hayes Mastery Arithmetic Drills and Tests, Sue Rockefeller, Hayes School Publishing Co., Inc., Willinsburg, PA, 1969	1, 2, 3	II, III	A	Good	Yes	Duplicating masters.
How to Stop Worrying and Start Living, Dale Carnegie, Simon and Schuster, NY, 1975	1, 2, 3	II, III	T	Excellent	Yes	Very useful for self-awareness module.
How to Use Telephones, Frank Laubach, New Reader's Press, Syracuse, NY, 1976	1, 2, 3	III	T, A	Excellent	Yes	Excellent information for higher functioning students.
How to Win Friends and Influence People, Dale Carnegie, Simon and Schuster, NY, 1964	1, 2, 3	II, III	T, A	Excellent	Yes	Helpful in teaching self-awareness module.
Individualized Computational Skills Program, Shaw and Hiehie, Houghton Mifflin Co.	1, 2, 3	II, III	A	Very Good	Yes	Student must be able to do basic addition, subtraction, multiplication and division.
Kid's Stuff, Imogene Forte, Incentive Publications, 1969	2, 3	I, II, III	A	Excellent	Yes	Hands on materials and activities.
Learning Activities for the Learning Disabled, Suzanne Major and Mary Ann Walsh, Fearon Pitman Publishers, Inc. Belmont, CA, 1977	2, 3	I, II, III	A	Excellent	Yes	Excellent resource book for activities.
Learning Information for Effective Living, Jo Smith and Bobbie Walden, Alabama State Department of Education Bulletin, 1976 No. 18	1, 2, 3	I, II, III	A	Excellent	Yes	Excellent resource book for activities.
Lessons in Living, Martha J. Davis, Ginn and Company, Boston, MA, 1970	2, 3	III	T, A	Good	Yes	Good as a teacher resource book.
Let's Go Shopping, Meryl L. Landy, F. E. Richards Publishing Co., NY, 1975	1, 2, 3	II, III	A	Good	Yes	Written lessons are for higher level students, but can be done orally with lower level.
Let's Write A Manuscript, Book 1, Evelyn Rudolph, Hayes School Publishing Co., PA, 1967	1, 2, 3	II, III	A	Good	Yes	Duplicating masters

RECOMMENDED USE: 1 — ABE Center
2 — Group Home
3 — Sheltered Workshop

CONTENT OF MATERIAL: A — Activities
B — Theory

ABE/MR MATERIAL SURVEY

(Continued)

BIBLIOGRAPHY	Recommended Use	Best Suited For Levels	Content of Material	Presentation of Materials	Field Tested	Comments
Letters and Announcements, Cheri Cook, New Reader's Press, Syracuse, NY, 1975	1, 2, 3	II, III	A, B	Excellent	Yes	Excellent guide to help adults in situations when it is necessary to write.
Math-A-Dot Level II, Judith N. Parsons, Fearon Pitman Publishers, Inc. Belmont, CA 1975	2, 3	II, III	A	Excellent	Yes	Book contains addition and subtraction problems with dot to dot pictures.
Math Made Easy, Earl R. Storms, F. E. Richards Publishing Co., NY, 1972	1, 2, 3	II, III	A	Very Good	Yes	The print is large and bold, easy to read.
Meeting Basic Competencies in Reading, Eileen L. Cocoran, F. E. Richards Publishing Co., NY, 1972	1, 2, 3	II, III	A	Excellent	Yes	Excellent work study book for adults
Money Bingo, Trend Enterprises, Inc	1, 2, 3	III	A	Very Good	Yes	Teaches the student to recognize the value of groups of coins.
Money Makes Sense, Charles H. Kahn, Fearon Pitman Publishers, Inc., Belmont, CA, 1972	1, 2, 3	I, II, III	A	Excellent	Yes	Good
Money Matters, ABE of Mansfield, Ohio	1, 2, 3	I, II, III	A	Excellent	Yes	Hands on materials and activities
Moving Up in Money, Developmental Learning Materials, Niles, IL	1	III	A	Very Good	Yes	Helps students with money with step-by-step approach.
Noun Puzzles, Developmental Learning Materials, Niles, IL	2, 3	II, III	A	Good	Yes	Game
The Person You Are, Linda Anderson, P.A.R., Inc., Providence, RI, 1978	1, 2, 3	II, III	A	Very Good	Yes	Good stories and reading activities, but written about teenagers.
The Person You Are, Richard H. Turner, Follett Publishing Co., New York Univ. Press, 1974	1, 2, 3	II, III	A	Very Good	Yes	Good stories and reading activities.
Planning For Your Own Apartment, Virginia Sweet Belina, Fearon Pitman Publishers, Inc., Belmont, CA, 1975	1, 2, 3	II, III	A, B	Very Good	Yes	The book provides practical information needed to set up housekeeping.
Planning Meals and Shopping, Ann Weaver, Fearon Pitman Publishers, Inc. CA, 1970	1, 2, 3	II, III	A, B	Very Good	Yes	This book provides very basic skills needed for planning meals and shopping.
Pictorial Cookbook, Ralston Purina Co., 1979	2, 3	II, III	A	Very Good		Students learn by following the pictures.
Programmed Reading for Adults, Cynthia Dee Bochman, McGraw-Hill Book Co., 1966	1, 2, 3	II, III	A	Very Good	Yes	A good series adults can work independently.
Project REAL - Health and Family Living, S. Keith Edgar, Warren City Schools, Ohio	1. 2. 3	II, III	A, B	Excellent	Yes	Good, useful.
Reading For Survival, Eileen L. Corcoran, F. E. Richards Publishing Co., NY, 1977	6	II, III	A	Excellent	Yes	Reading lessons are based on material adults encounter in everyday living.
Reading For Mathematics, Irene Gross and Joyce Friedkand, F. E. Richards Pub. Co., NY	1, 2, 3	II, III	A	Very Good	Yes	Combines math vocabulary with math concepts and skills very effectively.
Restaurant Language, Jim Richley, Janus Book Publishers, CA, 1978	2, 3	II, III	A	Good	Yes	Good book for vocabulary activities
Self-Understanding, William C. Manninger, Science Research Associates, Inc., USA, 1969	1, 2, 3	II, III	B	Good	Yes	Helpful to the teacher for self-awareness module.
Sign Language, (Books A, B, C, D) Jim Richley, Janus Book Publishers, CA, 1976	2, 3	II, III	A	Excellent	Yes	These books are useful for teaching survival words.

RECOMMENDED USE: 1 — ABE Center
2 — Group Home
3 — Sheltered Workshop

CONTENT OF MATERIAL: A — Activities
B — Theory

ABE/MR MATERIAL SURVEY

(Continued)

BIBLIOGRAPHY	Recommended Use	Best Suited For Levels	Content of Material	Presentation of Materials	Field Tested	Comments
Smart Shopping and Consumerism, Rubie Saunders, Franklin Watts, Inc., NY, 1973	1, 2, 3	III	B	Good	Yes	Good ideas for discussions.
Solving Life Problems in Health, Diane Joyce, Trafalgan House Publishing Co., NY, 1980	1, 2, 3	II, III	A, B	Excellent	Yes	An excellent resource book for a teacher and workbook for students.
Solving Life Problems in Health-1, Robert H. London, McGraw-Hill Book Co., Trafalgan House Publishing Inc., NY, 1980	1, 2, 3	II, III	A, B	Good	Yes	Useful when teaching personal care.
Speaking Over Barriers, The Pacific Telephone and Telegraph Co., 1971	1, 2, 3	I, II, III	A	Excellent	Yes	Excellent method for teaching the uyse of the telephone.
Sue, Carol Shenk, F. E. Richards Publishers, NY, 1975	2, 3	I, II, III	A	Very Good	Yes	Simple language teaches the use of measurements in cooking.
Supermarket Language a Survival Vocabulary, Jim Richley, Janus Book Publishers, CA, 1978	2, 3	II, III	A	Good	Yes	Good book for vocabulary activities.
Survival Guide, Madeline Gill, Editor, Latin American Family Education Program, Inc. 1976	1, 2, 3	II, III	A	Good	Yes	A guide to help adult learners be aware of their rights and the services available to them.
Taking Stock, Beatrice F. Dare and Edward Wolfe, Follett Publishing Co., Chicago, IL	1, 2, 3	II, III	A, B	Good	Yes	Good reading activities that promote discussion.
Target Spelling, Teresa Miller, Mary Bullock, Margaret Scarborough, Steck-Vaughn Co., TX	1, 2, 3	II, III	A	Excellent	Yes	Excellent lessons to improve spelling, reading and writing skills.
Teaching the Moderately and Severely Handicapped Curriculum Objectives, Strategies and Activities, Volumes 1-3, University Park Press, Baltimore, 1976	2, 3	I, II	A	Good	Yes	Good resource book for activities.
Teambuilders for Addition, Developmental Learning Materials, Niles, IL	1, 2, 3	III	A	Good	Yes	Game
Time and Telling Time, Bertha Mae Willy, Fearon Pitman Publishing Co., CA, 1967	1, 2, 3	II, III	A, B	Good	Yes	This book interchanges.
Useful Arithmetic, John D. Wool, Raymond Bohn, F. E. Richards Publishing Co., NY, 1972	1, 2, 3	II, III	A	Good	Yes	It is a good workbook for students to work on independently.
Using Dollars and Sense, Charles H. Kohn, Fearon Pitman Publishers, CA, 1973	1, 2, 3	II, III	A	Excellent	Yes	The pictures of coins and bills look photographed, not drawn.
Using the Telephone, Cheri Cook, New Readers Press, Syracuse, NY, 1978	1, 2, 3	I, II, III	B	Very Good		It is a very good reference book for teachers.
You and They, Beatrice F. Dare, Follett Publishing Co., Chicago, IL, 1966	2, 3	II, III	A	Good	Yes	Useful in the self-awareness module.
You and Your Needs, Beatrice F. Dare, Follett Publishing Co., Chicago, IL	1, 2, 3	II, III	A	Good	Yes	This booklet develops many skills besides teaching social skills.
Your Yearly Checkup, Dr. Mary Mulvey, Barbara Goldberg, and Karen Allen, Providence Adult Education, Providence, RI	1, 2, 3	I, II, III	A	Good	Yes	Good to use with higher functioning students. Vocabulary is not difficult.

RECOMMENDED USE: 1 — ABE Center
2 — Group Home
3 — Sheltered Workshop

CONTENT OF MATERIAL: A — Activities
B — Theory

II. RESOURCE MATERIALS FOR ABE-MR PROGRAM DEVELOPMENT

The following bibliography can be of meaningful assistance to those who are planning and implementing instructional programs for adult MR clients. Our review of materials within these publications indicates varying degrees of suitability from limited to substantial. We have not attempted to rate these resources but find that each has some application to ABE-MR Instructional Programs.

RESOURCE BOOKS MENTAL RETARDATION

"Adaptive Behavior: A New dimension in the Classification of the Mentally Retarded." Leland, Henry; Shellhaas, Max; Nihira, Kazuo; and Foster, Ray. *Mental Retardation Abstracts,* pp.357-388, 1968.

Sanders, Richard. *Behavior Modification in a Rehabilitation Facility.* Southern Illinois University Press, Carbondale, Illinois, 1975.

Martin, Garry and Joseph Pear. *Behavior Modification. What It Is and How to do It.* Prentice-Hall, Englewood Cliffs, New Jersey, 1978.

Community Residences for Retarded Adults, Bruce L. Seltzek; Little, Brown and Company, Inc., Boston, 1977

Schiller, Patricia. *Creative Approach to Sex Education and Counseling,* second edition. Association Press, new York, 1977

Current Trends for the Developmentally Disabled. Margo S. Berkler, Gary H. Bible, Shawn M. Boles, Diane E. D. Dietz, and Alan C. Repp; University Park Press, Baltimore, Maryland, 1976

Developmental Psychophysiology of Mental Retardation: Concepts and Studies. Karrer, Rathe; Springfield, Illinois, 1976

Directive Teaching. Thomas N. Stephens/Ch. Merrill Pub. Co., 1970

Government Documents United States Presidents Committee on Mental Retardation. Washington, United States Governments Printing Office, 1977

Rosen, Marvin and Gerald Clark. (Eds.) *The History of Mental Retardation.* University Park Press, Baltimore, 1976

International Association for the Scientific Study of Mental Deficiency Research to practice in mental retardation, edited by Peter Mittler: technical editor Jean M. De Jong; Baltimore: University Park Press, C. 1977

Learning Disabilities — Second Edition. Stanley W. Johnson & Robert L. Morasky, Copyright 1980, 1977 Ly Allyn and Bacon, Inc. 470 Atlantic Ave., Boston, Mass.

"Measurement of Social Participation of Retarded Adults." Edmonson, Barbara. *American Journal of Mental Deficiency,* Vol. 78, No. 4, pp. 494-501, 1974

Mental Deficiency; Dutton, Gordon; Mental Handicap; Gordon Dutton; London; Boston: Butterworths, 1975

Mental Retardation Introduction and Personal Perspective; Edited by James M. Kauffman & James S. Payne; Charles E. Merriell Publishing Co. A Bell & Howell Co., Columbus, Ohio, 1975

Mental Retardation: Concepts of Education and Research; Lizard, Jack London, Putterworths, 1974

The Mentally Retarded; Thomas E. Jordan; 4th ed., Columbus, Ohio, Merrill, 1976

The Mentally Retarded and Society, A Social Science Perspective. Begab and Richardson; University Park Press, Baltimore, London, Tokyo. 1975

"MR 76" Mental Retardation Past & Present; Presidents Committee on Mental Retardation; Government Printing Office, 1977

Mental Retardation and Modern Society; Michael P. Maloney, Michael P. Ward, New York: Oxford University Press, 1979

Research To Practice In Mental Retardation, Volume 11 Education and Training. Edited by Peter Mittler, Technical Editor Jean M. De Jong, University Park Press, Baltimore, London, Tokyo, 1977

A Resource Guide in Sex Education for the Mentally Retarded. Am. Alliance for Health, Phy. Ed. and Recreation, 1976

Sex Education for Persons with Disabilities that Hinder Learning. Kempton, Winifred, Duxbury Press, N. Scituate, Massachusetts, 1975

Teaching Modules for Handicapped Adults; Ed. Dept., Texas Dept. of MH/MR, San Angelo Center, Carlsbad, Texas, 76934

Bender, Michael and Peter Valletutti. *Teaching the Moderately and Severely Handicapped: Curriculum Objectives, Strategies, and Activities.* Volumes 1-3. University Park Press, Baltimore, 1976

Vocational Preparation of Retarded Citizens; Donn E. Brolin, Charles E. Merrill Publishing Company, A Bell & Howell Company, Columbus, Ohio 1976

Vocational Rehabilitation of the Mentally Retarded; Charles C. Thomas, Bannerstone House, Springfield, Illinois, 1974

Better Life for the Mentally Retarded
Elevyn Institute J. Horn Psychol. Today
8:36T F. 75

Biological Defects and Special Eduction
H. B. C. Reed Jr. J. Sp. Educ. 13-9-33
Discussion 36-62 Spr. 79

Civil Rights Birth Control Denied to the
Mentally Retarded
M S. Bass por. Humanist 39:51-2 Mr. 79

Civil Rights Challenge of the Mentally Retarded
E. K. Shriver il New Cath. World 2:9:200-3 S. 76

Classroom Techniques
B. A. Hare and W. D. Lance
Issues of Education and Training of Mentally Retarded
E. M. R. Performance and Learning
G. E. Linteneur and P. W. Miller
Sch. Shop 37-90 t Ap. 78

Educating the Mentally Retarded
W. O. Penrose, J. Sp. Educators 15:66-71 Fall 78

Effects of Selected Industrial Arts Activities
J. J. Buffer and P. W. Miller
Bibl. J. Ind. Teach. Educ. 15:7-15 Sp. 78

The Elderly Retarded: A Little-known Group
Gerontologist V. 18 n 3, pp. 262-6 June 78 EJ 181 156

Errorless Discrimination and Picture Fading as
Techniques for Teaching Sight Words
B. F. Walsh and F. Lamberts
bibl. il. Am. J. Min Deficiency 83:473-9 Mr. 79

Failure Directions in the Education
W. V. Rago Jr. and C. C. Cleland.
Bibl. Educ. & Train Men Retarded 13:184-6 Ap. 78

A Flexible Approach to Career Development: Balancing
Vocational Training and Training for Independent
Living Education and Training of the Mentally Retarded
V 13 n 2, pp. 209-13 EJ 183-498

Goal Setting and Learning in
High School Resource Room
D. C. Gardner, and P. L. Gardner Bibl. Adolescence
13:489-93 Fall 78

Increasing Intelligence Through Training: A Future
Role for School and Residential Facilities for the
Retarded
Mental Retardation V 15, n6, pp. 25-7 Dec. 77

Independence for the Mentally Retarded
M. Rosen Bibl. Intellect 103-371-5 Mr. 75

Institutional Care (History) Idiots and Debtors
G. Freeman Hist. Today 29:198 Mr. 79

Language Factors in Vocational Evaluation of
Mentally Retarded Workers.
R. G. Malgady and others.
A. M. J. Min Deficiency 83:4328 Mr. 79

Mental Retardation—Where Does the Future Lie.
R. H. Bartlett
Education and Train Mon. Petost 14:34;F 79
National News. A. J. Berkowitz

The Montessori Approach to Special Education
Pointer V 22 n 3, pp. 10-18 Apr. 78 EJ 184 884

Opening More Doors for the Nations Retarded
Il. U. S. News 81:56-7 Ag. 30 76

Prevocational Program for Secondary TMR Students.
The Canby Project
T. J. Lombard and L. Schultz 14-173-8 Spr. 78

Recreation Programs of the
Joseph P. Kennedy Jr. Foundation
E. K. Shriver il. por. Parks & Rec. 10:39-41 D. 75

Resettling Mentally Retarded Adults in the Community
A. Birenbaum Intellect 103 443-6 Ap. 75

Saying, Showing, Shaping: Gymnastic Program of
the Syracuse Developmental Center, N.Y.
D. Blatchley and C. Gone
il Parks & Rec 12:38-40 N. 77

Self Help: Peer Tutor Training for the
Mentally Retarded, Education and
Training of the Mentally Retarded
V 13 n1, pp. 60-3, Feb. 78 EJ 183 451

Self Help Skills Training
D. L. Westling and L. Murden
J. Sp. Educ. 12:253-83 Fall 78

Sign Language and Profoundly Retarded People
P. A. Holson and P. Duncan
Men. Retarded 17:33-7 F. 79

Special Report Outreach to the Retarded
H. Montgomery
Il. Wilson Lib. Bull 50:688-90 My. 76

Sports for the Handicapped Pitch for the Disabled
C. Stevens & A. O'Connor
Il. Por. Sat. Eve. Post 249:14 O-77

Ten Years in the Ark
J. Vanier J. J. McHugh America 132:342 My 3 75

Three Effective E. M. H. High School Curriculums for
a Work Experience and Study Program
T. F. Riggar and S. W. Riggar
Il. J. Sp. Educ. Men. Retard 14:179-87 Spr. 78

There is a Positive Side to Sheltering, Education
and Training of the Mentally Retarded
V 13 n 2, pp. 206-8 Apr. 78 EJ 183 497

Two Colleges Open Their Doors to the Retarded
Newe York Times N. Sec. 13, pp. 16
Jan. 8 78 EJ 180 665

Vacation Program for the
Trainable Mentally Retarded Students.
J. L. Scelfo and J. Micali
Education 98:460-1 Summ. 78

Visual Symbol Communication Instruction with
Nonverbal Multiply-Handicapped Individuals
Mental Retardation V 16 n 2, pp. 107-12
April 78 EJ 184-825

Vocational Adjustment of E.M.R. Youth in a
Work Study Program and a Work Program
M. Margalit & R. Schuchman
Am. Men. Deficiency 83:289-96N 78

Wages of Peonage-Employment (Law and Work)
P. Moore Psychology Today 8:17t Mr. 75

War Against the Mentally Retarded
R. Keating Il. N. Y. 12:87-96 S. 17-1979

III. INSTRUCTIONAL RESOURCE CENTERS IN OHIO

There are special education regional resource centers in Ohio which provide and loan out both instructional and resource materials. Many of these special education materials are suitable for use with adult mentally retarded students, and can be available to ABE teachers on a loan basis. We recommend that staff members make use of these SERRC facilities.

SPECIAL EDUCATION REGIONAL RESOURCE COORDINATORS AND ADDRESSES (SERRC'S)

	Counties Served
Martha Bonham Central Ohio SERRC 470 Glemont Ave. Columbus, Ohio 43214	Delaware, Fairfield, Franklin, Licking, Madison, Pickaway, Union
Sally Pisarchick Cuyahoga SERRC 14605 Granger Rd. Maple Hts., Ohio 44139	Cuyahoga
James Martinek East Central SERRC 818 Boulevard Dover, Ohio 44622	Belmont, Carroll, Coshocton, Guernsey, Harrison, Holmes, Jefferson, Muskingum, Noble, Tuscarawas
William Ostrander East Shore SERRC 8870 Mentor Ave. Mentor, Ohio 44060	Geauga, Lake
Judy Fortaleza Hopewell SERRC 5799 W. New Market Rd. Hillsboro, Ohio 45133	Adams, Brown, Clinton, Fayette, Highland
Eunice Shonk Lincoln Way SERRC 1450 W. Main St. Louisville, Ohio 44641	Columbiana, Stark, Wayne
Norma Zappin Miami Valley SERRC 1150 Beatrice Dr. Dayton, Ohio 45404	Clark, Darke, Greene, Miami, Montgomery, Preble
Ellen Combs Mid-Eastern Ohio SERRC 65 Steiner Ave. Akron, Ohio 44301	Medina, Portage, Summit
Joseph Morman North Central Ohio SERRC 791 Williamsburg Dr. Galion, Ohio 44833	Ashland, Crawford, Knox, Marion, Morrow, Richland, Wyandot
Jeanne Broda North East Ohio SERRC 409 Harmon St., N.W. Warren, Ohio 44483	Ashtabula, Trumbull, Mahoning
Joy Weakland Northern Ohio SERRC Rd. #15233, Rt. 58 Oberlin, Ohio 44074	Erie, Huron, Lorain
Betty McMillan Northwest Ohio SERRC 10142 Dowling Rd., R.R. #2 Bowling Green, Ohio 43402	Defiance, Fulton, Hancock, Henry, Lucas, Ottawa, Paulding. Putnam, Sandusky, Seneca, Van Wert, Williams, Wood
Larry Meredith Pilasco-Ross SERRC 411 Court St. Portsmouth, Ohio 45662	Lawrence, Pike, Ross, Scioto
George Trakus Southeastern Ohio SERRC 507 Richland Ave. Athens, Ohio 45701	Athens, Gallia, Hocking, Jackson, Meigo, Monroe, Morgan, Perry, Vinton, Washington
David Braukman Southwestern Ohio SERRC 415 Herman St. Cincinnati, Ohio 45219	Butler, Clermont, Hamilton, Warren
Winifred Beckley West Central Ohio SERRC R.R. #6, North Dixie Hwy. Wapakonetta, Ohio 45895	Allen, Auglaize, Champaign, Hardin, Logan, Mercer, Shelby

IV. ADULT PROGRAMS FOR THE MENTALLY RETARDED IN OHIO

Contact persons are important in preparing to expand ABE programs to meet the needs of mentally retarded adults. These key individuals are listed in three separate categories in this section. These categories are:

A. 169 Board sponsored adult programs
ABE sponsored state instructional programs

B. Residential Program Coordinators
(Ohio MR-DD Regional Offices)

C. Regional and National Program and Resource Persons.

A. The following is a listing by counties, of 169 Board Sponsored Adult Programs. Included are addresses and phone numbers and contact persons.

ADAMS

Adams County Adult Activity Center
P.O. Box 86, Seaman, Ohio 45679
Teresa Armstrong, Director (513) 386-2106

ALLEN

Marimor Workshop
2450 Ada Rd., Lima, Ohio 45801
Mark Thompson, Director (419) 229-2226

ASHLAND

Dale-Roy Training Center & Workshop, Inc.
1256 S. Center St., Ashland, Ohio 44805
Dwight McElfresh, Director (419) 289-0470

ASHTABULA

Ash-Craft Industries
5959 Green Rd., Ashtabula, Ohio 44004
Larry Korland, Director (216) 224-2177

ATHENS

Atco, Inc.
21 N. Shafer St., Athens, Ohio 45701
Edward L. Kliner, Director (614) 592-6659

AUGLAIZE

Auglaize Activity Center
First & Walnut Streets, New Bremen, Ohio 45869
(419) 629-2419

BELMONT

Belco Crafts
Route 1, Hammond Rd., St. Clairsville, Ohio 43950
Hal Wurthman, Director (614) 695-0500

BROWN

Grow, Inc.
4306 New Hope McKinley Rd., Georgetown, Ohio 45121
Kenneth Cribbet, Director (513) 444-3357

BUTLER

Len Nathe, Director

Hamilton Adult Training Center
282 N. Fair Ave., Hamilton, Ohio 45011
Tom Reininger, Supervisor (513) 867-5970

Middletown Adult Training Center
1520 14th Ave., Middletown, Ohio 45042
Jim Mueller, Supervisor (513) 424-5336

CARROLL

Carroll Hills Workshop
540 N. High, Carrollton, Ohio 44615
Mark Rowland, Director (216) 627-5152

CHAMPAIGN

W. W. Purdy Lawnview Work Activities Training Center, Inc.
2200 S. Rt. 68, P.O. Box 38191, Urbana, Ohio 43078
Stephen Barrett, Director (513) 653-5217

CLARK

Town & Country Adult Services
105 N. Thompson Ave., Springfield, Ohio 45504
William Kent Hoke, Director (513) 325-4623

CLERMONT	Clerco, Inc. 5069 Highway 276, Owensville, Ohio 45160 Kenneth G. Murdock, Director (513) 732-2855
CLINTON	730, Inc. P.O. Box 308, Wilmington, Ohio 45177 Claudia Isenberger, Director (513) 382-6674
COLUMNIANA	Columbiana County Sheltered Workshop 8330 County Home Rd., Lisbon, Ohio 44432 Richard Little, Director (216) 424-9539
COSHOCTON	Hopewell Industries 724 S. Seventh St., Coshocton, Ohio 43812 Monty L. Kerr, Director (614) 622-3563
CRAWFORD	Waycraft Workshop 1650 E. Southern Ave., Bucyrus, Ohio 44820 Mike Miller, Director (419) 562-3321
CUYAHOGA	Ronald P. Brown, Ph.D., Director
	Beachwood Adult Training Center 23750 Mercantile Rd., Beachwood, Ohio 44122 Daniel Larrick, Manager (216) 464-1695
	Carnegie Adult Training Center 3500 Carnegie Ave., Cleveland, Ohio 44115 Mary Jordan, Manager (216) 431-1711
	Central Adult Training Center 1360 W. Ninth & St. Clair Sts., Cleveland, Ohio 44113 Ernest J. Markovic, Jr., Manager (216) 861-0282
	Euclid Adult Training Center 1148 E. 222nd St., Euclid, Ohio 44117 Joseph Collura, Manager (216) 486-0600
	Parma Adult Training Center 12660 Plaza Dr., Cleveland, Ohio 44130 L. William Oliverio, Manager (216) 265-3030
	Rocky River Adult Training Center 20120 Detroit Rd., Rocky River, Ohio 44116 J. Reginald Turner, Manager (216) 333-1791
	S.A.W., Inc., Adult Training Center 1360 W. Ninth & St. Clair Sts., Cleveland, Ohio 44100 Ernest J. Markovic, Jr., Manager (216) 861-0250
DARKE	Darke County Workshop & Adult Activity Center Bradford, Rd., Greenville, Ohio 45331 Darrel von Ratibor, (513) 548-6025
DEFIANCE	Quadco Rehabilitation Center 527 N. Defiance St., Stryker, Ohio 43557 William Timmerman, Director (419) 682-1011
DELAWARE	Alpha Industries 1350 London Rd., Delaware, Ohio 43015 Terri O'Connell, Director (614) 369-5248
ERIE	Double S. Industries, Inc. 4405 Galloway Rd., Sandusky, Ohio 44870 Marjorie Wolfe, Director (419) 626-1048
FAIRFIELD	Fairfield Industries, Inc. 1592 Granville Pike, Lancaster, Ohio 43130 Dean Wern, Director (614) 687-0270
FAYETTE	Fayette Progressive Industries, Inc. 426 N. Fayette St., P.O. Box 636, Washington C.H., Ohio 43160 Bill Creamer, Director (614) 335-7453

FRANKLIN	Cheryl Phipps, Ass't Superintendent
	ARC Industries, Inc., East 3442 E. Main St., Columbus, Ohio 43213 Janie Fallon, Director (614) 237-0266
	ARC Industries, Inc., North 3916 Indianola Ave., Columbus, Ohio 43214 Richard Grawemeyer, Director (614) 263-0931
	ARC Industries, Inc., South 2201 Advance Ave., Columbus, Ohio 43207 James Zalenski, Director (614) 445-8866
	ARC Industries, Inc., West 1000 Kinnear Rd., Columbus, Ohio 43212 Marcy Samuel, Director (614) 488-7991
	ARC Industries Business Office 1270 W. Henderson Rd., Columbus, Ohio 43211 William King, Director (614) 459-2333
	Transportation Department 1755 Linden Place, Columbus, Ohio 43211 Mrs. Bertha Branham, Supervisor (614) 263-0951
FULTON	Quadco, Inc. 527 N. Defiance, Stryker, Ohio 43557 Dr. William Tmiierman, Executive Director (419) 682-1011
GALLIA	Gallco Workshop P.O. Box 14, Cheshire, Ohio 45620 Ron Polsky, Director (614) 367-0102
GEAUGA	Metzenbaum Sheltered Industries, Inc. 8132 Cedar Rd., Chesterland, Ohio 44026 Richard Klepper, Director (216) 729-1919
GREENE	Greene, Inc. 121 Fairground Rd., Xenia, Ohio 45385 Graeme Hopple, Director (513) 372-9974
GUERNSEY	G.N.C. Workshop, Inc. State Route 209 So., P.O. Box 1026, Cambridge, Ohio 43725 Charles Harris, Director (614) 439-4451
HAMILTON	Adult Services Division 2600 Civic Center Dr., Cincinnati, Ohio 45231 Thomas Kidd, Director (513) 742-1500
	E. Roger Jackson Adult Center 5093 Kingsley Dr., Cincinnati, Ohio 45227 George McGill, Manager (513) 561-1328
	Western Hills Adult Center 3301 Harrison Ave., Cincinnati, Ohio 45211 James Dickerson, Manager (513) 662-2757
	Elmer P. Beckman Adult Center 2600 Civic Center Dr., Cincinnati, Ohio 45231 Charles Burgess, Manager (513) 742-1576
HANCOCK	Blanchard Valley Adult Activity Center 1700 E. Sandusky St., Findlay, Ohio 45840 Randy J. Beach, Director (419) 422-6386
HARDIN	Harco Workshop, Inc. 13510 State Route #68, Kenton, Ohio 43326 Vince Wortman, Director (419) 673-7145
HARRISON	Harrison County Adult Workshop Courthouse, Cadiz, Ohio 43907 Philip Braisted, Director (614) 942-4949

HENRY	Quadco Rehabilitation Center, Inc. 527 N. Defiance St., Stryker, Ohio 43557 Dr. William J. Timmerman, Director (419) 682-1011
HIGHLAND	Highco, Inc. 8919 U.S. 50, Hillsboro, Ohio 45133 Paul Chambers, Director (513) 393-2891
HOCKING	Hocking Valley Industries 498 W. Hunter St., P.O. Box 387, Logan, Ohio 43138 Elaine Blosser, Floor Supervisor (614) 385-6356 or 385-4162
HOLMES	Lynn Hope Industries, Inc. Route 1, Homesville, Ohio 44633 Mike Stoner, Director (216) 674-0556
HURON	Christie Lane Adult Activities Center 306 S. Norwalk Rd., W., Norwalk, Ohio 44853 Vern Hicks, Workshop Supervisor (419) 668-8840 or 668-9556
JACKSON	J-VAC Industries 202 S. Pennsylvania Ave., Wellston, Ohio 45692 Robert Scanlon, Director (614) 384-5105 or 384-6683
JEFFERSON	Jeffco Workshop 256 John Scott Highway, Steubenville, Ohio 43952 Carlo Schiappa, Director (614) 264-7176
KNOX	New Hope Industries 11700 Upper Gilchrist Rd., Mt. Vernon, Ohio 43050 Robert E. Kabbaz, Director (614) 392-9051
LAKE	Dr. Bryon Efrom, Client Services Director Vocational Guidance Center 8121 Deepwood Blvd., Mentor, Ohio 44060 Gary Planicka, Director (216) 255-7411
LAWRENCE	Adult Activities Center 215 S. Fourth St., Ironton, Ohio 45638 (614) 532-0115
LICKING	LICCO, Inc. 675 W. Church St., Newark, Ohio 43055 Sandra Landis, Director (614) 344-8814
LOGAN	Ross Training Center RFD #3, Bellefontaine, Ohio 43111 Don Whittington, Adult Services Director (513) 592-0015
LORAIN	Murray Ridge Production Center, Inc. 1095 Infirmary Rd., Elyria, Ohio 44035 Thaddeus Chmura, Director (216) 323-5171
LUCAS	Mrs. Cousins, Acting Director, Adult Services 2001 Collingwood Blvd., Toledo, Ohio 43620 (419) 248-3585 Heffner Plant Heffner & Kelsey Sts., Toledo, Ohio 43605 Deborah Yenrick, Manager (419) 693-7137 Larc Lane Plant 1154 Larc Lane, Toledo, Ohio 43614 Robert Stebbins, Manager (419) 385-4686 Ashland Plant 2228 Ashland Ave., Toledo, Ohio 43610 Robert Matevia, Manager (419) 242-9523 Berdan Plant 761 Berdan Ave., Toledo, Ohio 43610 Frank Fones, Manager (419) 244-9537 Telegraph Rd. Plant 5500 Telegraph Rd., Toledo, Ohio 43615 Deborah Yenrick, Manager (419) 476-2516

MADISON	Madison County Adult Training Center 166 S. Cumberland Rd., S.R. 40, London, Ohio 43140 Matthew Markley, Director (614) 852-1134
MAHONING	Mrs. Mildred L. Baker, Director
	Mahoning County Adult Services for the Mentally Retarded 945 W. Rayen Ave., Youngstown, Ohio 44502 (216) 747-2000, ext. 398 & 399
	Mahoning County Adult Services for the Mentally Retarded 825 Bev Rd., Youngstown, Ohio 44512 (216) 747-2000, ext. 396 & 397
MARION	Marca Industries, Inc. 2387 Harding Highway East, Marion, Ohio 43302 Steven Wcitovich, Director (614) 387-1034
MEDINA	Medina County Sheltered Industries 3334 Myers Rd., Medina, Ohio 44256 John P. Stefanik, Director (216) 725-7753 or 225-0533
MEIGS	Christopher C. Layh Meigs County MR Program Meigs Junior High School Community Classes East Main St., Pomeroy, Ohio 45769 (614) 992-3462
MERCER	Adult Activity Center 4980 Mud Pike, P.O. Box 137, Celina, Ohio 45822 Richard Garwick, Workshop Supervisor (419) 586-5477
MIAMI	Riverside Adult Training Center 1625 N. Troy Sidney Rd., Troy, Ohio 45373 Vivian Hole, Director (513) 339-8313
MONROE	Monroe Adult Craft Organization (MACO) Coulson Bldg., Monroe County Fairgrounds, Woodsfield, Ohio 43793 (614) 865-3796
MONTGOMERY	Adult Services Monco 5561 Webster St., Dayton, Ohio 45414 Pat Scott, Supervisor (513) 890-1340
	Adult Activity Center 2404 E. River Rd., Dayton, Ohio 45439 Pauline Richardson, Supervisor (513) 294-3016
	Adult Services/Kuntz Rd. 1507 Kuntz Rd., Dayton, Ohio 45404 Bill Slater, Supervisor (513) 461-6550
MORGAN	Adult Activity Center Main St., Malta, Ohio 43758 T. L. Stoneburner, Director (614) 962-4010
MORROW	Whetstone Industry Rt. 42 & Bank St., P.O. Box 298, Mt. Gilead, Ohio 43338 (419) 946-6971
MUSKINGUM	Starlight Workshop 133OR Neward Rd., Zanesville, Ohio 43701 Lawrence Rammel, Director (614) 453-3544
OTTAWA	Riverview Industries, Inc. 8200 W. Harbor Rd., Oak Harbor, Ohio 43449 Michael Robyck, Director (419) 898-0400
PAULDING	PC Workshop, Inc. 205 E. Perry St., Paulding, Ohio 45879 Amy J. Freeman, Director (419) 399-4805

PERRY	PERCO, Inc. 500 Carroll St., New Lexington, Ohio 43764 Gilbert Melragon, Director (614) 342-3945
PICKAWAY	Pickaway County Sheltered Workshop 119 Island Rd., Circleville, Ohio 43113 Jeff Smith, Director (614) 474-1522
PIKE	Walnut Street Industries 301 Clough St., Waverly, Ohio 45690 Roger Kemper, Director (614) 947-5962
PORTAGE	H. D. Industries, Inc. 2606 Brady Lake Rd., Ravenna, Ohio 44266 Philip Miller, Director (216) 296-2839
PREBLE	Preble County Adult Workshop 113 S. Cherry St., Eaton, Ohio 45320 Roger Moore, Director (513) 456-2246
PUTNAM	Brookhill Adult Activity Center 7989 St. Rt. 108, Ottawa, Ohio 45875 George Weber, Director (419) 876-3932
RICHLAND	Richland Newhope Industries 150 E. Fourth St., Mansfield, Ohio 44902 Connie Redfield, Director (419) 526-1967
ROSS	Pioneer Adult Training Center 11268 County Rd. 550, Chillicothe, Ohio 45601 Frank Wackovec, Workshop Director (614) 773-2166
SANDUSKY	Sandco Industries 1101 Castalia Rd., Fremont, Ohio 43420 Don Nalley, Director (419) 334-9090
SCIOTO	Star, Inc. 114 11th St., Portsmouth, Ohio 45662 Kennard Lane, Jr., Workshop Director (614) 354-1517
SENECA	Seneca Re-Ad Industries, Inc. P.O. Box 887, Tiffin, Ohio 44883 Charles Harter, Director (419) 447-4461
SHELBY	S & H Industries 1200 S. Children's Home Rd., Sidney, Ohio 45365 Ben C. Edmonds, Workshop Director (513) 492-3596
STARK	Gary Braun, Director Lester Higgins Adult Center 3041 Cleveland Ave., S.W., Canton, Ohio 44707 Ray Olivera, Workshop Manager (216) 484-4814 Cohen/Joliet Industries 3525 Regent, N.E., Canton, Ohio 44705 Steve Manko, Workshop Manager (216) 455-0393
SUMMIT	Robert R. Morgan, Director WEAVER INDUSTRIES Akron Training & Work Center 140 E. Market St., Akron, Ohio 44308 Mary Schmidt, Supervisor (216) 762-5111, ext. 224 Bath Training & Work Center 340 N. Cleveland-Massillon Rd., Akron, Ohio 44313 Jeffrey Folb, Supervisor (216) 666-8815 Tallmadge Training & Work Center 630 North Ave., Tallmadge, Ohio 44278 Jerrie Maher, Supervisor (216) 762-5111, ext. 251

TRUMBULL	Jerry Hamilton, Director Fairhaven Sheltered Workshop Niles Branch, 420 Lincoln Way, Niles, Ohio 44446 (216) 544-0462 Fairhaven Sheltered Workshop Champion Branch, 455 Educational Highway, Warren, Ohio 44400 (216) 847-7275
TUSCARAWAS	Starlight Enterprises, Inc. 638 Commercial Ave., S.W., New Philadelphia, Ohio 44663 Joe Gavin, Workshop Director (216) 339-3578
UNION	U-Co Industries 835 E. Fifth St., Marysville, Ohio 43040 Patricia Miller, Director (513) 644-4933
VAN WERT	A.A.C. Company Box 604, 813 N. Franklin St., Van Wert, Ohio 45891 M. Joan Stripe, Director (419) 238-1514
VINTON	J-VAC Industries 202 S. Pennsylvania, Wellston, Ohio 45692 Robert Scanlon, Workshop Director (614) 384-6683
WARREN	Sumner Center 575 Columbus Ave., Lebanon, Ohio 45036 Kay Bradley, Director (513) 932-0440
WASHINGTON	WASCO, Inc. 517 Montgomery St., Marietta, Ohio 45750 Steven A. Wiseman, Director (614) 373-3418 John Henry, Supervisor
WAYNE	Nick Amster Sheltered Workshop, Inc. 266 Oldman Rd., Wooster, Ohio 44691 Carl Goldring, Director (216) 345-6016
WILLIAMS	Quadco Rehabilitation Center 527 N. Defiance St., Stryker, Ohio 43557 (419) 682-1011
WOOD	Wood Lane Industries 11160 E. Gypsy Lane Rd., Bowling Green, Ohio 43402 Joan L. Huntebrinker, Director (419) 352-5115
WYANDOT	Angeline Industries, Inc. 11028 CH 44, Rt. #2, Upper Sandusky, Ohio 43351 Peggy Levan, Director (419) 294-4488

B. Residential Program Coordinators, Ohio MR/DD Regional Offices.

Region One:
Sally Young
South West Regional Office
Ohio Dept. of MR/DD
11750 Chesterdale Rd., Bldg. 12
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Region Two:
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1450 Secor Rd., Suite 212
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Region Three:
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Region Four:
Kathy Boston
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7617 Brook Park Rd.
Cleveland, Ohio 44129
(216) 749-6440

Region Five:
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Northeast Regional Office
Ohio Dept. of MR/DD
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Youngstown, Ohio
(216) 788-5041

Region Six:
David Day
Southeast Regional Office
Ohio Dept. of MR/DD
2[illegible]4 S. Hamilton Rd.
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(614) 466-9313

C. Regional and National Programs and Resource Persons.

1. Ohio Dept. of MR/DD
   30 E. Broad St., Rm. 1284
   Columbus, Ohio 43215
   Carole Garnes, ABE Coordinator

2. Southern & Southeastern Ohio
   Adult Basic Education
   Max Way, Director
   P.O. Box 600
   Piketon, Ohio 45661

3. The Dr. Gertrude Barber Center Press, Inc.
   136 East Avenue
   Erie, Pennsylvania 16507

4. Joan Leopold
   Education Department
   Harrisburg State Hospital
   Pouch A
   Harrisburg, Pa 17105

5. Pennsylvania Association of Retarded Children
   1500 N. Second Street
   Harrisburg. Pa. 17102

6. Office of Mental Retardation
   Pennsylvania Dept. of Public Welfare
   Box 2675
   Harrisburg, Pa 17120

7. Erie Council for Exceptional Children
   1920 Association Drive
   Reston, Virginia 22091
   Phone: 800-336-3728

8. Regional Resource Centers
   Division of Media Services
   Bureau of Education for the Handicapped
   400 Maryland Avenue
   S. W. Donohoe Building
   Washington, D.C. 20202
   Phone: 202-472-4640

9. National Association for Retarded Citizens
   2709 Avenue E East
   Post Office Box 6109
   Arlington, Texas 76011

10. Catalogue of Federal Domestic Assistance
    Pub. yearly by the Office of Management
    and Budget
    Government Printing Office
    Supt. of Documents
    Washington, D.C. 20402
    Phone: 202-783-3238

11. A-95 Process "What It Is and How It Works"
    A Clearinghouse Review Process
    Intergovernmental Relations and
    Regional Operations Division
    Office of Management and Budget
    Executive Office Building
    Washington, D.C. 20503
    Phone: 202-395-3524

12. Federal Assistance Programs
    Serving the Handicapped
    Selected Federal Publications Concerning
    the Handicapped
    Director of National Sources and
    Related Services on Handicapped Conditions

    Clearinghouse on the Handicapped
    Office of Handicapped Individuals
    Room 338D Hubert Humphrey Bldg.
    200 Independence Avenue, S.W.
    Washington, D.C. 20201
    Phone: 202-245-1961

13. Educational Resources Information Center (ERIC)
    ERIC Processing and Reference Facility
    Operations Research, Inc.
    Information Systems Division
    4833 Rugby Ave., Suite 303
    Bethesda, Maryland 20014
    Phone: 301-656-7923

    Vocational Ed for Handicapped
    Ohio State University
    Center for Vocational Ed
    1960 Kenny Rd.
    Columbus, Ohio 43210
    Phone: 614-486-3655

GLOSSARY OF TERMS, ABBREVIATIONS AND ACRONYMS TITLES

ABE staff members need to become familiar with a whole new set of terms and titles when preparing to serve Adult MR Clients.

The following list should be helpful. Definitions of terms are meant to serve as a reference and should not be considered complete descriptions.

ABE	Adult Basic Education
AAMD	American Association on Mental Deficiency
AC/FMR	Accreditation Council for Facilities for the Mentally Retarded
ADAMHA	Alcohol, Drug Abuse, and Mental Health Administration
AJMD	*American Journal of Mental Deficiency*
AOA	Administration on Aging
APTD	Aid to the Permanently and Totally Disabled
ARC	Association for Retarded Citizens
BCHS	Bureau of Community Health Services
BDD	Bureau of Developmental Disabilities
BEH	Bureau of Education for the Handicapped
CDBG	Community Development Block Grants
CETA	Comprehensive Employment and Training Act
CSA	Community Services Administration
DD	Developmental Disabilities
DDO	Developmental Disabilities Office
DDSA	Developmental Disabilities Services Act
EEO	Equal Employment Opportunity
EMR	Educable Mentally Retarded
EPSDT	Early Periodic Screening, Diagnosis and Treatment Porgram
ERIC	Educational Resources Information Center
ESEA	Elementary and Secondary Education Act
ETA	Employment and Training Administration
FDA	Food and Drug Administration
GPO	Government Printing Office
HEW	Health, Education and Welfare (Dept. Of)
ICF/MR	Intermediate Care Facility for the Mentally Retarded
IEP	Individual Education Plan
IHP	Individual Habilitation Plan
ILSMH	International League of Societies for the Mentally Handicapped
IQ	Intelligent Quotient
ISMRRD	Institute for the Study of Mental Retardation and Related Disabilities
LEAA	Law Enforcement Assistance Administration
MR/DD	Mental Retardation/Developmentally Disabled
MRRC	Mental Retardation Research Centers
NARC	National Association for Retarded Children also National Association for Retarded Citizens

GLOSSARY OF TERMS, ABBREVIATIONS AND ACRONYMS TITLES

(Continued)

NIE	National Institute of Education
NIH	National Institutes of Health
NIMH	National Institute of Mental Health
OAA	Old Age Assistance
OASDI	Old-Age, Survivors and Disability Insurance
OE	Office of Education
OHDS	Office of Human Development Services
OHI	Office for Handicapped Individuals
OMB	Office of Management and Budget
OMRC	Office of Mental Retardation Coordination
OVR	Office of Vocational Rehabilitation
PARC	Pennsylvania Association for Retarded Citizens
PCEH	President's Committee on Employment of the Handicapped
PCMR	President's Committee on Mental Retardation
PHS	Public Health Service
PKU	Phenylketonuria
RRC	Regional Resource Center
RRTC	Rehabilitation Research and Training Centers
RSA	Rehabilitation Services Administration
RSVP	Retired Senior Volunteer Program
SCMR	Secretary's Committee on Mental Retardation
SRS	Social and Rehabilitation Services
SSA	Social Security Administration
SSDI	Social Security Disability Insurance
SSI	Supplemental Security Income
TMR	Trainable Mentally Retarded
TITLE XX	Social Services Block Grant (Formerly Title XX) Beginning in 1982 will consolidate federal assistance to states for social service into a single grant, and encourage furnishing of services directed at the goals of: — Achieving or maintaining economic self-support — Achieving or maintaining sefl-sufficiency — Preventing or remedying neglect, abuse or exploitation of those unable to protect themselves — Preventing or reducing inappropriate institutionalization — Securing admission and services for institutional care where other forms of care are inappropriate
UCP	United Cerebral Palsy
UCPA	United Cerebral Palsy Association
USES	U.S. Employment Service
USOE	U.S. Office of Education
USPH	U.S. Public Health Service
VA	Veterans Administration
VISTA	Volunteers in Service to America
VR	Work Experience and Career Exploration Program
WIN	Work Incentive Program
169 BOARD	Provides direction and oversees state funded activities for mentally retarded persons in each of Ohio's 88 counties.
648 BOARD	Provides directions and oversees state funded activities for disabled persons in each of Ohio's 88 counties.